DOCUMENT RESUME

ED 466 032 EA 031 734

AUTHOR	Drago-Severson, Eleanor
TITLE	School Leadership in Support of Teachers' Transformational Learning: The Dramatic Differences Resources Make.
SPONS AGENCY	Spencer Foundation, Chicago, IL.
PUB DATE	2002-04-00
NOTE	53p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
PUB TYPE	Reports - Research (143) -- Speeches/Meeting Papers (150)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Adult Learning; Educational Finance; *Educational Resources; Elementary Secondary Education; Faculty Development; Financial Support; *Leadership; *Principals; *Resource Allocation; Resources; *Teacher Improvement
IDENTIFIERS	*Transformational Leadership

ABSTRACT

The ways in which school leaders support teachers' transformational learning are influenced by the amount and types of resources available. This study examined how school leaders exercise their leadership to promote adult learning, what practices they used to support such learning, how they supported their own development, and what developmental principles underlie their practices. Twenty-five school leaders in a wide variety of school contexts (public, Catholic, and independent schools) were interviewed. Data from the interviews and various documents provided by interviewees were coded and analyzed to extract themes. Findings showed that financial resources had the greatest influence on leadership practices for teacher learning--exceeding the influence of human, time, and professional development resources. School leaders commonly employed creative strategies to harness funding for professional development. Participants discussed the value of and their need to have opportunities for reflective thinking and discourse with colleagues to lessen isolation, be professionally and socially supportive of each other, and improve their efforts to become more effective leaders. This work holds promise for informing school leadership practices and possibilities for supporting teachers' transformational learning by offering a deeper understanding of how school leaders think about their efforts to support teacher learning. (Contains 93 references.) (RT)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 466 032

School Leadership in Support of Teachers' Transformational Learning:

The Dramatic Differences Resources Make

BY:

Eleanor Drago-Severson, Ed.D.
Harvard Graduate School of Education
219 Longfellow Hall, Appian Way
Cambridge, Massachusetts 02138
Tel.: 617.864.1060
Fax.: 617.864.1315
Email: <eleanor_drago-severson@harvard.edu>

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
E. DRAGO-SEVERSON
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Paper presented at the Annual Meeting of the American Educational Research Association, April 2002, New Orleans, Louisiana.

This research was partially supported by a Spencer Foundation Research Grant.

BEST COPY AVAILABLE

EA 031 734

INTRODUCTION

I think that...the skills that adults need in order to really work with and understand pre-adolescents is taxing. ...But the other thing I'm feeling, in our system, is that the middle schools have a tendency to get lost. That there are all kinds of systemic policies and initiatives and very often, quite frankly, ethnic middle schools are like an afterthought. We have initiatives that talk about high school restructuring, and the high schools have...the threat of the certification, the accreditation to at least be able to leverage some resources from the system.

At the elementary level, there's been such a focus on literacy [in Boston public schools]...and there's a lot of attention to developing K-8, or elementary schools. And middle school just doesn't quite fit. At least in Boston. Our middle school principals association is beginning to be a little more organized about pushing back and refocusing resources and attention to pre-adolescents in this important age.

Part of [my role in support to teacher learning] is a larger part than I would have imagined a number of years ago, is really providing...structures and forums for teachers to interact with each other and to learn from each other. I think that there's a tremendous amount of skills and expertise that a lot of the teachers in our schools, in Boston public schools, have that they don't get credited with them or recognized for.

And that often as we pursue professional development by bringing in people from outside, by reading and sharing together collectively, by attending professional conferences, that we don't spend enough time learning from each other. And learning from each other through cluster meetings, when you're doing problem solving, by setting up classroom practices or having round table discussions where people are presenting how they solved some problem or mastered some content that they had been struggling with their students.

So, that one of the things, in addition to making pretty elaborate and fancy plans and bringing in resources, and I think that that's important too, the piece that I used to not pay a lot of attention to, and that I've come to respect more and more is the power of having people appreciate and work with the resources right there in the school, or the school across the street, or nearby.

So that I see that as a role, but I also see my own learning and I feel a responsibility for continuing to learn and to then try to figure out, with my staff, what's usable that's out there. Prioritizing all of the good stuff that's coming down the pike and helping teachers pace themselves in terms of which pieces are we going to tackle and constantly re-evaluating and re-assessing where we are.

And learning to listen to some of the pushback from staff in terms of 'wait a minute. This is too much." Or "you're moving too fast." Or "We really don't understand." And figuring out how to listen to that and use it in a way that will move the whole system forward and the whole school forward. (Leonard, Low Resource Urban Middle School, pp.2-3).

As Muriel Leonard's vignette highlights, school principals enjoy the responsibility and privilege of helping teachers learn. An experienced principal of an urban middle school in Boston and Cluster Leader (i.e., as a Cluster Leader, Muriel is responsible for supporting other principals' learning within the cluster group), Muriel names what she understands to be critical ingredients for supporting teacher learning in her school: securing needed resources, "providing structures

and forums for teachers to interact with each other and to learn from each other," "the power of having people appreciate and work with the resources right there in the school," "prioritizing all the good stuff that's coming down the pike and helping teachers pace themselves in terms of which pieces are we going to tackle and constantly re-evaluating and re-assessing where we are" and attending to her own "learning" with the help of her staff. Her thinking points to the complexity, rewards, and importance of supporting teacher learning while echoing what many of the other principals in this study articulate.

Current school improvement work focuses primarily on building school "structures," in Muriel's words, to support teacher learning and enriching the content of what teachers learn to support student achievement. Given the demands of leadership in a nation with an increasingly diverse population, school principals along with researchers, policy makers, and school reformers across the country are searching for promising initiatives that will improve school-based professional development for teachers. School principals, by virtue of their leadership position, are a critical component in the revitalization of our teachers and schools. When a principal employs practices that support teacher learning, teachers thrive as they are challenged to grow (Blasé & Blasé, 2001). More widespread knowledge is needed, however, about effective programs that support teacher learning by focusing on how teachers make sense of their experiences and how such programs actually work in schools (Darling-Hammond, 1999; Johnson et al., 2001; Lieberman & Miller, 2001; Renyi, 1996; Sykes, 1996). But we do not yet have a shared understanding of what these practices for adult learning are and how they actually work in schools (Darling-Hammond & Sclan, 1996; Guskey, 1999; Levine & Trachtamn, 1997; Renyi, 1996; Sparks & Richardson, 1997).

It is widely known that financial resources make a crucial difference in terms of the quality of education we can provide to children, adolescents, and adults in schools. This research specifically examines the kinds of practices that principals, who serve in a variety of school contexts with varying levels of financial resources, employ in support to their teachers' transformational learning, i.e. learning that attends to the growth of the mind. Through qualitative interviews and document analysis over a three-year period (1999-2001), I examined how 25 school leaders across the USA understand the practices they use to support teacher learning in their schools, and why they think these practices are effective. In this study, funded by a Spencer Research Grant, I purposefully selected principals who serve in different school contexts (i.e., public, Catholic, and independent schools) with varying levels of financial resources to address the question: How do different types of resources influence *how* school leaders can support teachers' transformational learning?

To make visible the kinds of initiatives which hold the potential to support teachers' transformational learning in other school contexts as well, the research questions guiding this investigation address key issues of practical and theoretical importance: (1) How do these schools leaders, who serve in different schools contexts with varying levels of resources, exercise their leadership on behalf of promoting adult learning? How do they understand and experience their role in support of teacher learning? What are the attitudes, beliefs, and values that appear to govern their actions? (2) What are the actual practices that these leaders use to support teachers' transformational learning, i.e., learning that attends to growth of the mind, within their schools? Why do they think that the practices are effective? (3) How do these leaders support their own development? (4) What developmental principles underlie their practices that support transformational learning?

These principals discussed the ways in which different types of resources influenced their ability to support teachers' transformational learning within their schools. I have grouped these resources into four continua: (1) financial, (2) human (administrative/faculty structure shouldering leadership responsibility), (3) time (flexibility in scheduling), and (4) plan/vision for professional development (e.g., access to other organizations, conception of future goals for

supporting teacher learning and "know-how"). In this paper, I will limit my focus to how the types of initiatives these principals employed to support teacher learning are differently influenced by their schools' place on a continuum of *financial* resources. All of the principals in this study reported that supporting teacher learning was a "high priority." At the same time, they emphasized that financial resources influenced *how* they were able to support teacher learning. In most cases, the principals told me that their school's level of financial resources drove most other types of resources (e.g., their ability to retain experienced teachers—a human resource). However, ***all*** of the principals in this study, to different degrees, worked within the strengths and limits of each resource type to develop what I call *creative strategies* to create a climate supportive of teacher learning and school improvement.

Ultimately, the goal of this research is not only to raise understanding of what a range of principals are practicing in support to teachers' transformational learning, but also to illuminate developmental principles underlying these practices.

This research was inspired by the question: What do leadership and leadership practices look like if a transformational approach, i.e., one similar to the model used when thinking about supporting children's development, were in place to nurture the development of adults? My work stems from three premises. First, that principals have a key role in supporting teacher learning—and responsibility for developing a clearer vision of how school contexts can be re-shaped to better support teacher learning. Second, that leadership supportive of teacher development makes schools better places of learning for children (Barth, 1990; Howe, 1993; Kegan, 1994; Levine, 1989). And lastly, that schools need to be places where ***the adults as well as the children*** are growing (Donaldson, 2001, Howe, 1993; Kegan & Lahey, 2001; Levine, 1989). To improve schools, we need to learn more about how leadership practices can support teacher learning.

THEORETICAL FRAMEWORK

Researchers and practitioners have long recognized that attention to the role of the principal is a key issue for school improvement (Barth, 1980; Glickman, 1990; Howe, 1993). Leadership supportive of adult development makes schools better places of learning for children (Darling-Hammond & Sclan, 1996; Fullan & Hargraves, 1992; Guskey, 1999). With increasingly complex demands of managing and balancing multiple roles being placed on principals and teachers it is crucial that school leaders create contexts that support teachers' transformational learning so that they can meet these challenges. It is also critically important for anyone in a principal's leadership role to attend to the growth of adults as well as children (Darling-Hammond & Sykes, 1999; Donaldson, 2001; Howe, 1993; Kegan, 1994; Kegan & Lahey, 2001; Levine, 1989). Supporting teachers' transformational learning has been shown to be intimately children's learning (Guskey, 1999). Three literatures inform this investigation: staff development literature, literature on leadership supportive of teachers' development, and adult developmental theory.

A Review of the Models of Staff Development

Due to their formal leadership role, school principals, are ***one*** of the major influences toward shaping school environments that are supportive of the growth and development of adults as well as the children (Barth, 1980, 1990; Howe, 1993; Levine, 1989). Currently, the primary way in which teachers are supported in their personal and professional growth is through staff development programs. However, the need for time to be devoted to staff development programs is a recurrent theme in the literature (Darling-Hammond & Sykes, 1999; Little, 1984; Mann, 2000; Sykes, 1996; Renyi, 1996).

In reviewing the literature on staff development models currently practiced (Drago-Severson, 1994, 1996), six types of models emerged[1]: training, observation/assessment, involvement-in-an-improvement process, inquiry, individually-guided or self-directed, and mentoring models. The teacher ("staff") development literature indicates that there is a lack of clarity and consensus as to *what* constitutes teacher development and *how* to support it (Lieberman & Miller, 2001; Renyi; 1996). Currently practiced models of teacher growth operate on divergent assumptions and expectations about *how* teacher growth can be supported (Drago-Severson, 1994, 1996, 2001). Furthermore, much of what is expected of, or needed from, teachers in order for them to succeed in these staff development models, demands something more than increases in their fund of knowledge or skills—***i.e., informational learning***. Today's schooling challenges may demand changes in the *way* teachers know—***i.e., transformational learning***. Conspicuously missing from some models is attention to supporting and challenging teachers' ways of knowing to facilitate transformational learning (Peterson & Deal, 1998; Renyi, 1996). Because many models do not adequately consider how adults make sense of their experience, the models lack a framework for facilitating development. Researchers highlight the need to focus on the teacher as a developing person, and to consider the ***context*** as enhancer of or inhibitor to growth (Johnson et al., 2001; Sergiovanni, 1995).

Educational researchers and practitioners are emphasizing the need to re-assess what constitutes professional development. Recently, researchers maintain that effective professional development for teachers should be: (a) embedded in and derived from practice, (b) continuous and ongoing rather than one-shot experiences, (c) on-site and school based, (d) focused on promoting student achievement, (e) integrated with school reform processes, (f) centered around teacher collaboration, and (g) sensitive to teachers' learning needs (Hawley & Valli, 1999).

Joellen Killion (2000a) offers insights into teachers' preferences for learning in her discussion of research findings from eight schools that were selected as "model professional development schools" (p. 3). This study showed teachers' preference for informal, diverse, and continuous development practices, concentrating primarily on their preferences for spontaneous rather than planned opportunities. Killion (2000a) elaborates on what informal learning means:

> Informal learning is job-embedded, job-related, teacher-directed, more spontaneous, and unbound by rigorous time schedules. Informal learning included teacher planning, grade-level or department meetings, conversations about students, reflection on students' or teachers' work, problem solving, assisting each other, classroom-based action, research, coaching and supporting one another, making school-based decisions, developing assessments, curriculum, and instructional resources. (p. 3)

In these award winning schools, more informal than formal staff development occurred. Killion writes,

> While teachers acknowledge that formal learning experiences provide the foundation knowledge that helps teachers engage in their own, more informal learning, they value more the time invested in informal learning experiences. (p. 3)

Creating these kinds of learning opportunities, Killion maintains, ignites and sustains teachers' excitement for "learning, growing, and changing their classroom practices" (p. 3). Killion suggests the need to re-evaluate traditional staff development practices that are more formal,

---

[1] Sparks and Loucks-Horsley (1990) identified five distinct models in their review of staff development. My (1994, 1996) developmentally oriented review of staff development focuses on the developmental demands embedded in these models as well as the different types of supports and challenges teachers need in order to engage effectively in the models.

given teachers preference for informal opportunities that occur spontaneously amongst the community of teachers in the school setting.

Blasé and Blasé (2001) echo Killion's (2000a) emphasis on the key ingredients for support to teacher learning. They advocate for a collaborative or cooperative approach to teacher learning. This is critical, they maintain, because "in contrast to individual approaches to learning, collaborative approaches provide access to more relevant information and alternative perspectives, promote reflective practice, help develop a culture that supports learning and growth, and facilitate change by virtue of the encouragement and validation of changes that occur" (p. 76; Osterman & Kottkamp, 1993). The principal's place in such an approach is as facilitator rather than as the authority figure: "Dialogue and critical reflection promote the empowerment of teachers and democratic schools; the shared governance principal's role becomes one of communicating, coordinating, fostering mutual problem solving, and providing resources for effective work" (p. 77). How do principals create these new and desired opportunities for teacher learning? This research addresses this question and also highlights the ways in which the principals in my study conceived their roles as shapers of the healthy school contexts, and how they designed reflective contexts wherein teachers had opportunities to work collaboratively. In summary, research on professional development indicates teachers seek collaborative, on-going, informal and democratic forums to support their learning.

The Literature on School Leadership and the Principal's Role in Relation to Supporting Adult Development in Schools

Scholars stress the importance of finding better ways to support those adults who teach and care for children (Barth, 1990; Howe, 1993; Levine, 1989; Lieberman & Miller, 2001; Renyi; 1996). Current theories on school leadership and the principal's role in relation to adult learning suggest four possible ways in which principals can support adult development. Principals can: create a (1) developmentally-oriented school culture (Evans, 1996; Sarason, 1982, 1995), (2) build interpersonal relationships with teachers (Barth, 1980, 1990; Bolman & Deal, 1995), (3) emphasize teacher learning (Johnson, 1990, 1996; Blasé & Blasé, 2001) and/or (4) focus on teachers' personal growth (Fullan & Hargraves, 1992; Sergiovanni, 1995). However, this literature is almost entirely theoretical and the question of how *specific* leadership practices support teacher growth within a school has not been investigated (Danielson, 1996; Donaldson, 2001; Guskey, 1999; Levine, 1989; Lieberman & Miller, 1991, 1992, 2001). Thus, research that explores connections between adult development and leadership practices holds great promise.

Despite some theoretical discussions about promoting adult growth and development in schools (Kegan, 1994; Kegan & Lahey, 2001; Levine, 1989, 1993; Oja, 1991; Oja & Smulyan, 1989), the leadership roles and practices of principals in relation to adult development in school settings remains virtually unstudied (Levine, 1989; Lieberman & Miller, 1999). Lieberman and Miller (1999) emphasize the need for developing a better understanding of *what* principals do to facilitate development, as well as *how* they do it. Adult developmentalists who have addressed staff development practices argue that theories of adult development can be powerful tools for supporting the development of adults in schools (Brookfield, 1987; Cranton, 1996; Daloz, 1986; Glickman, 1985, 1990; Kegan, 1994; Levine, 1989; Mezirow, 1991, 2000; Oja, 1991). This theoretical work discusses how principals might benefit from re-framing their practices though a developmental perspective; however, these are theoretical perspectives and there has long been a need to conduct research in this domain. By shedding light on the developmental underpinnings of these practices, my research illuminates how principals in a variety of school contexts employ initiatives to support teachers' transformational learning, and how a developmental perspective can inform leadership practices in support to adults' transformational learning. In so doing, I highlight how school leaders in my study across all school types addressed particular contextual

challenges (related to resource shortfalls) and *how* they developed *creative strategies* to work within these challenging circumstances.

Constructive-Developmental Theory: A Lens for Thinking about Leadership Practices for Adult Development in Schools

Adult developmental theory can be a powerful tool for understanding *how* adults develop during engagement in professional development programs (Drago-Severson et al., 2001; Kegan, 1994; Levine, 1989). Developmentalists have criticized current approaches to supporting teacher development (Kegan & Lahey, 2001; Kegan et al., 2001a; Levine, 1989, 1993; Oja, 1991) arguing that adults at various stages of ego and intellectual development respond differently in terms of their understanding of the options provided by these programs. In fact, Kegan (1994) argues that much of what is expected of teachers for them to succeed within widely used models may be beyond their capacities, suggesting the enhanced need for meaningful professional development.

Kegan's theory attends to the ways in which people construct the reality in which they live (with respect to cognitive, interpersonal, and intrapersonal lines of development) and the ways in which these constructions can change or develop over time. According to Kegan's constructive developmental theory (1982, 1994) growth is defined in terms of the process of increasing differentiation and internalization; as human beings, we are involved in a process of growth consisting of constant re-negotiation of what is *self* and what constitutes *other*. A person's meaning system — through which all experience is filtered and understood — is referred to as a way of knowing or as a developmental level. A person's way of knowing organizes how she understands her experience of herself, others, and life situations. Each developmental level has its own logic, which is different from and builds upon the previous logic by incorporating the former into its new system. Moving from one developmental level to another is a progression of increasing complexity in an individual's capacities.

A person's way of knowing shapes how she understands her role and responsibilities as a teacher and learner, and how she thinks about what makes a good teacher and what constitutes a good employee/community member. Two qualitatively different ways of knowing are most prevalent in adulthood: the Socializing way of knowing, and the Self-Authoring (See Table 1). This framework helps in understanding the developmental basis of the principals' practices as well as how teachers and other adults might experience participation in programs aimed at supporting their learning.

As Table 1 shows, the meaning-making system dictates how professional development opportunities and learnings from them will be taken, managed, handled, used, and understood toward teacher growth. Simply put, teachers with different preferences, needs, and developmental orientations need *different* forms of support and challenge in order to participate effectively in practices aimed at supporting teacher learning. Understanding how a person is making sense of her world creates an opportunity to join her and offer support in a way that she will experience as being supportive (Drago-Severson et al., 2001a). By focusing on the supports and challenges to a person's current meaning system, principals are better able to facilitate growth—and transformational learning.

Kegan's theory illuminates *how* individuals construct their experience and considers how the workplace context can provide both supports and challenges for growth. It also offers a way of understanding implicit and explicit developmental demands placed upon adults, demands which call for not just a change in the skills or amount of knowledge a person possesses (i.e., informational learning), but also for a qualitatively different, more complex way of organizing or

Table 1: The Six Stages, Ways of Knowing, and/or Developmental Levels of Kegan's Constructive-Developmental Theory

Stages *Ways of Knowing*	*Stage 0* *Incorporative Way of Knowing*	*Stage 1* *Impulsive Way of Knowing*	*Stage 2* *Instrumental Way of knowing*	*Stage 3* *Socializing Way of knowing*	*Stage 4* *Self-Authoring Way of knowing*	*Stage 5* *Inter-individual Way of Knowing.*
Underlying Structure of Thinking (Subject vs. Object)	S - Reflexes (sensing, moving) O - None	S – Impulses, perceptions O - Reflexes (sensing, moving)	S – Needs, interests, wishes O - Impulses, perceptions	S - The interpersonal, mutuality O - Needs, interests, wishes	S - Authorship, identity, psychic administration, ideology O - The interpersonal, mutuality	S - Interindividuality, interpenetrability of self systems O - Authorship, identity, psychic administration, ideology
How the Self Defines Itself			Orients to self-interests, purposes, wants, concrete needs	Orients to valued others' (external authority) expectations and opinions	Orients to self's values, own internal authority	Orients to multiple self-systems, openness to learning from other people
Orienting Considerations / Concerns			Dependence on rules, decisions are based on what the self will acquire	Dependence on external authority, acceptance and affiliation are crucial. Self feels responsible for other's feelings and holds others responsible for own feelings. Criticism & conflict are experienced as a threat to the self.	Reliance on own internal values. Criticism is evaluated and used according to personal standards. Concern with one's own competence and performance. Can hold contradictory feelings simultaneously.	Commitment to self-exploration, engaging with conflict is an opportunity to let others' inform and shape one's own thinking. Conflict and change are basic to life and opportunities to enhance thinking.
Guiding Questions for Self			"Will I get punished?" "What's in it for me?"	"Will you (a valued other/authority) still like/value me?" "Will you (a valued other/authority) still think I am a good person?"	"Am I maintaining my own standards and values?" "Am I competent?" "Am I living, working, loving to the best of my ability?" "Am I achieving my goals and reaching for my ideals?"	"How can other people's thinking help me to enhance my own?" "How can I seek out information & opinions from others to help me modify my own ways of understanding?"

"Stage" and "Underlying Structure" rows of Table 2 are from Kegan (1982), *The Evolving Self* (pp. 86-87).

making sense of reality (i.e., transformational learning). In so doing, this lens offers a way to think about providing support to teacher and principal learning.

METHODS

Participant Selection: The 25 participants for this research were purposefully selected for their school leadership responsibility in support to teacher learning, and served as school leaders for at least 3-5 years. As Table 2 indicates, my sample is diverse with respect to number of years as school principal, gender, race, ethnicity, and educational background. I selected school leaders in public, private, and Catholic schools that differed with respect to: financial resources, type of school (i.e., elementary, middle, high school, k-12), populations served, and school location (i.e., urban, suburban, rural). Thirteen of the 25 principals were recommended by professional colleagues as being known as being committed to supporting teacher learning through deliberate focus on employing practices that create opportunities for different modes of teacher reflection within their schools.

The following additional criteria guided my selection of those principals who were identified as being exemplary in the sense that their leadership had an explicit focus on creating contexts and opportunities *within their school* for teachers to reflect on their practices. First, I solicited information from fellow teachers at Harvard's Graduate School of Education, Peggy Kemp, Harvard's Director of School Partnerships, and my own professional contacts in schools, on principals who worked in a variety of school contexts with different levels of socio-economic resources. Then I selected principals based on the following criteria. These were leaders who:

- Provided various forums for teachers to discuss new theories and reflect on practice through writing and discussion;
- Sought out additional resources to provide professional development opportunities (e.g., ensuring substitutes for teachers when they are working on special collaborative projects, encouraging teachers to attend and present at professional conferences and share their learnings with colleagues at school, encouraging teachers to work together in teams toward implementing their ideas for practice);
- Provided opportunities for shared leadership (e.g., through mechanisms such as cross-disciplinary teams, or cross-functional teams);
- Held teachers accountable for creating high expectations for children while principals provided feedback and encouraged dialogue in order to achieve these goals.

These principals were selected because I wanted to examine the specific practices these individual exemplary principals employed, so that the practices could be made available to new and also more experienced principals and school practitioners.

My sample also includes a group of principals who were not *identified* as exemplary in terms of having their leadership orient toward support for teacher learning. Making the study comparative by including principals who were not identified as specifically meeting the above criteria served to illuminate *both* similarities and differences between the groups. In some cases, *but not all*, interviews with non-exemplars dramatically demonstrated how different the members of the exemplary sample were in their leadership practices from the principals who were not initially identified as having teacher learning as part of their explicit mission as school leaders.

Table 2: Participants in this Research[1]

Public	Grades	# of yrs. Experience	# of Students	# of Teachers	Location	Student Diversity	$Resource Level[2]
Marshall[3]	K-5	13	600	28(31)[4]	Dorchester, MA: Urban	High	Low
Shea	k-5	20	607	55	Cambridge, MA: Urban	High	Low
Dr. Nash	k-8[5]	25	120	15(27)	Brighton, MA: Urban	High	Medium[6]
Solo	K-8[7]	26	370	22(47)	Boston, MA: Urban	High	Medium
Leonard	6-8	18	690	60	Dorchester, MA: Urban	High	Low
Perry	9-12 +GED[8]	31	3.167	165(180)	Lake Worth, Fl: Urban	High	Medium to High
Cavanaugh	9-12 +GED	22	768	60	Watertown, MA: Suburban	Medium-High	Low-Medium
Dr. Myatt	9-12+GED[9]	19	300	35	Boston, MA: Urban	High	Low
Catholic							
O'Neill	K-8	10	235	13	Cambridge, MA: Urban	High	Low
Sr. Rogers	5-12 (girls)	20	325	59	Newton, MA: Suburban	Medium	Medium
Clarke	9-12	8	910	67	West Palm, Fl.: Urban	High	Medium
Sr. Judith	9-12 (girls)	35	280	24	Bronx, NY: Urban	High	Very Low
LeFave	9-12	29	535	36	Cambridge, MA: Urban	Medium	Low
Sr. Magnetti	Pk-12	24	626	58	Greenwich, CT: Suburban	Low	Medium-High
Independent							
Thompson	K-9	40	352	45	Palm Beach, Fl.: Suburban	Low	Medium-High
Dr. Levine	7-12	30	840	108	Pasadena, CA	High	High
Dr. White[10]	**7-12**	**20**	**391**	**41**	**Maui, HI: Rural**	**Medium**	**Medium**

[1] I acknowledge and thank Kristina Pinto for sorting through gathered materials and helping to compile the information depicted in this chart.

[2] Financial resource levels were either determined by using school website information, publication materials, or in some cases, the principals themselves identified their school's resource level in comparison to other schools of the same type in similar locations (e.g., Boston public schools). This determination does not include the principals' creative strategies to secure additional grant funding or funding from other sources.

[3] Principals whose names are listed in *italicized* font have left their positions as school principals for a variety of reasons.

[4] Parenthetical numbers indicate the number of teachers *and* support staff, i.e., assistants and specialists).

[5] This school is designated as an alternative school for children with special needs.

[6] Dr. Nash has a great deal of autonomy over her school budget since in it an alternative school and because it was one of the first school of its kind in the city. She also spoke about the ways in which she was able to negotiate with the district to secure additional funding for a needed after school program for her students, which added to the available financial resources.

[7] Graham-Parks school is an alternative school based on John Dewey's philosophy of education and constructivist thinking. The classrooms are multi-graded, self-contained, and open. Learning is considered to be a social activity that transpires through social interaction.

[8] Lake Worth Community High School is a magnet school with ROTC programs, bilingual programs, and day and evening GED programs.

[9] Fenway High School is an alternative pilot school (since 1995)—this status gives the school freedom from the Boston Public School System. They are allotted some funding from the Boston Public School system, but they do not have to conform to all of the guidelines that the other Boston Public Schools have.

Chase	**9-12**	**21**	**1,065**	**218**	**Andover, MA: Rural**	**Medium-High**	**Very High**
Dr. David[11]	9-12	10	314	78	Concord, MA	Medium	Medium-High
Marchese[12]	**9-12**	**30**	**590**	**87**	**Germantown, PA: Suburban**	**Medium**	**Medium-High**
Dr. Scott	**K-12**	**25**	**3,700**	**281(334)**	**Honolulu, HI: Urban**	**High**	**Very High**
Nelson	Pk-12	16	770	125	Rye, NY: Suburban	Medium	Medium-High
Newman	Pk-12	22	950	170	Cambridge, MA: Urban	High	High
Zank	n-12	30	520	62	Fort Myers, Fl.: Urban	High	Medium
M.S.M.[13]	9-12	25	N/A	N/A	CA.: Urban	N/A	N/A

[10] Boarding schools are in **bold** font.
[11] This participant preferred to remain anonymous; therefore, I've assigned a pseudonym.
[12] Westtown is a Quaker, boarding school.
[13] This participant preferred to remain anonymous; therefore, I've assigned a pseudonym.

Data Collection

Interviews: I conducted and analyzed 75 hours of semi-structured, in-depth, qualitative interviews (tape-recorded and transcribed). Participants were asked very similar questions about a fixed set of topics; however, additional questions specific to each participant were included. In-depth interviews allowed for exploration of school leaders' expressed goals for supporting teacher learning, the practices they employed on behalf of their goals, how their initiatives worked in their schools, and how the school leaders supported their own development. Each school principal was offered the opportunity to comment on his or her interview transcript. Twenty-two of 25 principals reviewed their interview transcript, and six of these entered minor syntax changes to the transcript. Additionally, memos written to me by the principals concerning their thoughts about the study and their elaboration of data from interview transcripts were analyzed, providing validity checks.

Documents: Approximately 60 documents were analyzed including: self-study evaluations; written communications from principals; demographics, websites, and mission statements. These documents helped me to learn about important contextual features of each school (e.g., mission statement, student population, financial resources, PPE, teachers' educational levels, program offered by the school, and the principal's philosophy).

Data Analysis

Data analysis included strategies to address each research question. Techniques included coding for important concepts and themes, organizing theoretical and emic codes (Geertz, 1974) into thematic matrices, creating narrative summaries (Coffey & Atkinson, 1996; Maxwell, 1996), and building vignettes (Seidman, 1998). I used a grounded theory approach in analysis while examining how various literatures cited herein informed analysis.

All data was coded for inductive categories and themes. I worked with two doctoral students[2] to cross-check codes and emerging interpretations (Miles & Huberman, 1994). Field notes, including theoretical notes (a form of analysis), were recorded and analyzed. Summary analytic memos (Maxwell & Miller, 1991) were written following each interview. Patterns across categories (e.g., principals' views about why mentoring is important) within and across school type and resource level were explored by creating narratives and displays (Miles & Huberman, 1994) and then analyzed through a developmental lens.

The final phase of analysis included tracing participants' descriptions of their roles, practices, and inter-relating participants' data to illuminate qualitative and developmental patterns. Key analytic questions guided the creation of profiles for each participant in each school type. Patterns and themes that emerged in relationship to central categories (Strauss & Corbin, 1998) within and across school type, resource level, and the sample as a whole were examined carefully by building matrices and writing narrative summaries. Looking particularly for features demonstrating similarity and contrast, I analyzed the factors (e.g., level of financial and/or human resources) that coincided with these and developed cases of key participants, whose stories served as examples.

In drawing interpretations from data, there are several ways I attended to their validity. Multiple data sources (e.g., interviews, documents, correspondence of principals) allowed for triangulation of data. Various analytic strategies were employed, and myself and at least one other researcher conducted each analytic strategy. For example, coding schema, data displays, evolving interpretations, and other aspects of analysis were discussed with other researchers in

[2] I acknowledge and thank Deborah Helsing and Kristina Pinto for their contribution to the analysis of data and cross-checking of interpretations.

order to incorporate alternative interpretations. Also, the transcribed interview was offered to each participant and feedback was incorporated. Throughout each analytic phase, I looked for and examined both "confirming" and "disconfirming instances" of themes (Miles & Huberman, 1994, p. 216) to test both the power and scope of the developing theory (Maxwell, 1996; Merriam, 1998). Finally, by attending to the data at the level of the individual narrative, group patterns, and case write-ups, I have built theory that accounts for the many levels of data and perspectives on its interpretation (Glaser & Strauss, 1967).

This study illuminates what these principals actually pointed to with example in terms of the specific practices they used in their schools to support teacher learning in practice (i.e., reported or expressed practices). Because I had a sample size of 25, during this phase of my work I was not able to conduct in-depth observations at each principals' school which would have helped me to see their practices at work in their school context. However, all but one of these interviews was conducted on site, which allowed me to become somewhat familiar with their school contexts. I have been mindful of differences between espoused theory and theory in use (Argyris & Schön, 1987) when analyzing interviews by noting gaps and possible inconsistencies in the interview material itself. Since all principals interviewed offered to continue their involvement in my larger research project, I have had opportunities to talk with many of them and conducted follow-up conversations as needed to investigate these kinds of questions and check interpretations.

FINDINGS

As mentioned previously, here I focus on four themes: principals' conceptions of their role in supporting teacher learning, the four broad initiatives they employed to support teacher learning, how principals experienced *varying levels financial resources* as influencing their leadership practices for teacher learning, and examples of the creative strategies principals employed to garner needed resources and implement practices that effectively support teachers' transformational learning.

Principals' Conceptions of Their Roles in Shaping Schools as Contexts for Teacher Learning

While almost all of the principals spontaneously voiced the importance of building a positive school climate, they had different priorities and ways of working in creating a culture supportive of teacher learning. For example, several conceptualize the school as "a family," and as presented below, one principal used the metaphor of "a 7-11" store (meaning that community members are there most of the day and know they can get what they need). Almost all of the principals wanted their school to be a place where people "want to be" and feel they "belong," and can have "fun." Building school climate, for many principals in this study, was intimately connected to letting teachers know that they "appreciate them." Several spoke of the importance of creating opportunities for adults in the school to "have conversations about what one values" as a way to support teacher growth and learning.

For example, Dr. Dan White, head of Seabury Hall School in Maui, HI, discussed the ways in which school climate is enhanced when adults have opportunities to "talk more casually" and "engage in conversations about what one values." Dan believed that such "conversations" are "vehicles" for transformational learning. Teachers are able to share the new knowledge they gain with each other, especially with regard to professional development around issues of technology. In general Dan seeks to emphasize a collaborative approach to adult learning within his school because he feels "there is often this inattentiveness to what's at home.... You tend to have to go off-campus to get knowledge. Oh, gosh, there's a lot of it around you." Dan's

personal philosophy of leadership is "that leader is best when others know he hardly exists." In his role as climate shaper he works to help people at the school "do what they love." In his view, the reward comes from witnessing when this "happens through the serendipity that others [teachers, administrators, staff] find by doing what they love and doing it well and having kids succeed and that sort of thing" (p. 9).

Sister Barbara Rogers, head of Convent of the Sacred Heart School in Newton, MA, works to create a school culture in which adults are encouraged to implement their own good ideas. To illuminate what this philosophy translates to within her school context, Sr. Rogers shared an example that describes the type of climate she strives to create.

> The people who like it here and stay are people who are self starters, who are not bureaucrats.... So that if you have an idea, you see the upper school head and you say, 'I've thought about doing thus and such' and she says, 'Great, go ahead.' That really means go ahead. It doesn't mean she's gonna sit down with you and...do it for you. You're the one who wants to do it... But the assumption is if you have idea, you will make it happen. And if you need resources come and say so. But I can't divine that. (p. 14)

Sr. Rogers sees part of her work as school leader as transferring "ownership of the mission to every adult in the school," which suggests that she would like the adults within her school to take some sense of leadership over it. She explained why this is important to her,

> I think schools can treat faculty members as children. And I think I really learned...and continue to learn that faculty members are adults and institutions need to treat them as such. And that's where I say, 'you'll be successful here if you have an idea, you don't wait around for me to come back and say, so, how can I help you do it.' ...But that's part of treating people as professionals. And as I say, I think sometimes schools don't. And I think particularly in religious [Inaudible] schools, Catholic schools, there is a kind of hierarchical nature that does not treat people as adults. (p. 21)

In creating a culture that supports teacher learning, Dan emphasized the value of working with the internal school resources and helping others "do what they love," while Sr. Rogers cultivates a culture of "self-starters" by treating teachers as professionals.

All principals in this study report supporting teachers' learning and professional development as a "high priority." And, all of the principals voiced a desire to learn about the findings from this research so that they could improve their own good practices. Like Muriel Leonard (the middle school principal whose words were presented in the vignette at the start of this paper—and who "feel[s] a responsibility for continuing to learn and to then try to figure out, with my staff, what's usable that's out there"), learning while leading is of key importance to all of the principals in this study—not only because they have a desire to improve conditions in their own school, but also because more than one-half reported that it is important that they "model" a lifelong desire to learn for both teachers and children.

Challenges to Building School Cultures

Principals in different schools report facing context specific challenges as they work to build cultures supportive of teacher learning; however, they have developed creative initiatives and strategies for supporting teacher learning under sometimes extremely challenging circumstances. Like all of the public school principals and several Catholic school principals in this study, Kim Marshall, principal of a k-5 urban, low resource, public school, discussed one very large challenge he and his school community faces: improving test scores. Despite the structures he

has implemented to support teacher learning (e.g., inquiry groups in which teachers analyzed data on student progress, curriculum review teams, and a new literacy initiative), the school's test scores have been very low and have stayed "very low." This is a common challenge that the public school principals named. Kim is hopeful that the school is now on "an upward trend" since he and the teachers at his school have implemented MCAS curriculum-related changes. There is also a great deal of pressure for these scores to change, Kim and his teachers experiences this as "a matter of life and death, because here are these kids who are taking a test which they won't get a high school diploma if they don't pass" (p. 11). At Kim Marshall's school, for example, there has been high teacher turnover and some efforts on professional development that have not had lasting effects. He admits that during his first years as principal he made some "very serious mistakes" and met with very strong teacher "resistance." He has learned that some "enthusiasms" for change that he has that "don't pan out" and that it is important to let some of his ideas go, in order to attend to teachers' needs and overloaded schedules.

Joe Marchese, principal of Westtown School, a suburban Quaker boarding school in Pennsylvania, highlights both a key challenge and an important feature of attending to teachers' individual developmental needs and preferences when considering how to best shape a culture that will support transformational learning. Like 22 of the 25 principals in this study, he believes that shaping cultures that decrease teacher isolation and focusing on school context need to be considered. Teachers are "notoriously isolated," he reported, and their professional development needs are often seen in a "one size fits all" model that doesn't address their real "needs." After taking a sabbatical year to focus on learning more about how to support teachers' transformational learning, Joe seems to feel that ideas for new type of professional development will and should come from him. His ideas for professional development and shaping school cultures to support this are teacher-centered ideas. Rather than wanting to focus primarily on other types of priorities (such as funding or building renovations or parent relations), teachers' professional development is really where his heart is.

> I think [in] education, as in teaching, is notoriously isolated. What I've learned in [my] sabbatical research is how flat the professional development tends to be. In other words, we tend to have more of a one size fits all, whether you are a first or second year teacher, and whether you're a 20 year veteran. And the ability to have a sense of camaraderie and a sharing of ideas that can keep you energized and refreshed as opposed to operating in isolation from other people with whom you might see in the halls constantly, but don't have much interaction, seems to me to be a worthy goal. I mean my sense is that human resources departments in private industry are probably well ahead of the game when it comes to understanding how to engage in professional development with people. And I think we probably miss the boat in many ways in education. (p. 3)

In Joe's view, what teachers want more than money is "extra time" (decreased teaching load) so that they can take on increasing leadership roles or professional development experiences and do a good job with them. In terms of creating a "healthy school climate" and new opportunities for teacher learning, Joe describes what is needed in order to support these: (1) the philosophical change about what professional development means to see it as life-long learning (2) to be able to give people the time to implement forms of collaboration, and (3) to have money to support teachers to take this time.

Shaping School Cultures: A Sense of Belonging

This research revealed that in terms of how principals see their role in support to teacher learning and how they build school culture, the majority of these principals focus their efforts on "creating structures" and implementing practices that encourage a variety of forms of adult

collaboration. Many principals, across school type and resources level, emphasized their roles as "orchestrators," "supporters" and/or "encouragers" of teacher learning—they believed a key aspect of their role is being responsible for "creating the conditions" that support teacher learning and create a positive school climate. This, in their view, helps teachers become more effective in their complex work, increases their satisfaction, builds community, and decreases teacher isolation. Some of these school leaders do this by both creating structures *within* the school and by supporting teachers as they embark upon experiences to occur *outside* of the school that the teachers believe will support their development in important ways. Blasé and Kirby (1992) also emphasize that it is the principal's responsibility to create a culture wherein adults are encouraged to examine their practices. They maintain that in order to achieve this goal, resources (collegial relationships, time, and skills) must be present in order to support the development of this kind of fertile soil for reflection and self-assessment.

Gary LeFave has served his low resource Catholic school in Cambridge, MA, for 29 years and he has held various positions ranging from science teacher to department head to curriculum director to assistant principal to school nurse. For the past 15 years, he has assumed leadership as the principal. Gary describes part of his role as principal and culture shaper as leaving "things open for people who have ideas that might want to do something," to help them "develop their ideas as opposed to saying no."

His school is relatively small (535 students) and is geared toward preparing students for college. Like one-third of the principals in this study, Gary mentioned that his school has increasingly taken on larger roles besides just formal education, paralleling larger changes in society that mean that students do not always have someone at home until much later in the evening. He described his school's culture by using the comparing it to a "7-11" and proudly shared how committed the adults are to being there for the students and how the students feel "at home and safe enough" to come there anytime. Similar to a 7-11 store, Gary discussed how the school was open almost 24 hours and that there are students who arrive at 6:30 in the morning and stay at the school after he leaves for the day (at 8 or 9pm). When asked about how he envisioned his role in terms of shaping the culture of his school, Gary discussed the important of having the school be a place where people want to be. He explained,

> But for the most part, the students that are here [and they] wouldn't want to be any other place. And when they graduate they seem to have a very positive feeling about, you know, about the school and about what's gone on. That's been one of the big pieces of why people come here. Because people came before them and they felt good about being here and they felt that they learned something. And the faculty work with them [the students] to develop some of them that they came here as...students who had no ability to kind of put things together. I think those are reasons that students find [that they like] being here a big piece.... It's for the things that are in the building that bring them to our school and I think it's teachers who mentor, not only themselves, but they mentor the students that are here, and help them with problems. Because I think more and more you see families that are disjointed and [with] no mother and father and supper at 4:30. And so I think that the faculty members here have become more people to be here with students. And this place has become like a 7-11. It's open from early in the mornings.... Students start coming here at 6:30 in the morning. And you know, I'm here 7, 8, 9 o'clock at night, there's still activities, things going on at the school, with kids are still around. (p. 6).

In discussing how he shapes a school climate supportive of teacher and student learning, Gary named the importance of "respect," "showing appreciation," and "listening carefully to others." Despite the importance of renovating the school building that is in need of structural repair, he underscored his belief that it is "not what you have but what you do with what you have that is important." Finally and like three-fifths of the principals in this study, Gary emphasized all the

ways that the school develops activities to promote a "sense of community" (dressing up on holidays, having special make-a-friend days, etc.)

In schools with lower resources in this study, principals seemed to talk much more about the importance of climate at their schools. While I am not sure about why this emerged, one possibility is that climate might have to make up for other kinds of appreciation that a school could show through financial rewards or a more manageable work schedule. Another possibility might be that in order to work at these schools (i.e., especially the Catholic low resource schools in this sample), faculty might be more dedicated, willing to make sacrifices, and that makes the climate of the school more noticeable as a force in the school. Almost all of the principals in this study spoke about what Blasé and Kirby (2000) name as a crucial feature in shaping positive school climates conducive to teacher learning. Adults within the school not only need to feel respected and supported, but that they also need to feel trusted to make their own decisions about how to create opportunities for their own growth and professional development.

Informal Structures Help Build a Positive School Climate and Support Teacher Learning

During the middle of our interview, Sr. Magnetti, head of Convent of the Sacred Heart School in Greenwich, CT., a Catholic independent, all-girls, medium-high resources school, asked me if I was "interested only in the formal ways in which she supports teacher learning" or if I wanted to learn about the "informal ways" in which she did this? She, like other principals were willing to share what they considered to be their "formal" and "informal" efforts aimed at supporting teacher learning—and building a "healthy school climate." After posing this question to me (and after I emphatically stated that my interest was in "both" of these), Sr. Magnetti discussed her view about the importance "informal gatherings" and how they build a positive school climate supportive of support teacher learning.

Like almost all of the principals in this study, Sr. Magnetti believes in the power and importance of informal gathering as opportunities to build interpersonal relationships and to recognize and appreciate teachers. She thinks that "celebrations and dinner parties"—or her school's weekly "TGIF get-togethers"—are keys to creating a school climate where people feel a "sense of belonging." Like many of the other principals in public, private and other Catholic schools, Sr. Magnetti emphasized the importance of teachers having "fun" together and "bringing people together to reflect as well as to socialize." Also, like many of the other principals in this study, Sr. Magnetti believes that these opportunities help people to "get closer" and build strong interpersonal relationships—both of which help to build a "positive school" climate. Almost all of the principals discussed the ways in which informal gatherings and conversations "in the hallway" with faculty members help to build interpersonal relationships and a sense of community, which they name as critical features in being able to support teacher learning.

Principals' Conceptualizations of Their Roles as "Instructional," Managerial" & Spiritual Leaders

Principals in this study discussed their role in three distinct, yet, often overlapping categories: "instructional" leaders, "managerial" (structural) leaders, and/or "visionary" or "spiritual" leaders. Most principals referenced all three categories; however, all Catholic school principals emphasized their role as "spiritual leader," and one reported this as something she was "working to improve" in terms of her leadership for teacher learning.

Jim Cavanaugh, principal of a public high school in Watertown, MA, articulates his role in interesting ways that seem to focus on and capture the tensions and multiple dimensions of his role. For example, one important theme is that of "balancing" two different types of roles in one job – the job of being an instructional leader and visionary with the job of being a manager of facilities and logistics. He also discusses the need to be open to different perspectives that may exist within the school, among teachers, administrators, students and parents. It is very important to him to hear and honor these different perspectives, suggesting that the decisions he and the school community make are better ones than if some perspectives are considered the opposition that needs to be resisted. Again in his own role, Jim also describes the tension between trying to stay connected to and informed about all of the different things that are going on but also being able to resist the urge to be too involved, to resist the urge to want to try and solve every problem or be involved in every decision.

> Basically, I see my role here as headmaster as a balancing act. It's a fine act between being the instructional leader of the school and being the manager of the facility. So I mean, it's a very interesting role and it's become more interesting over time. ...

When asked if he could say more about how he balances the competing roles, Jim explained,

> The balancing act comes about...between being a manager and being a leader because I think...they are very different things. But they're both very important. The school has to be run, in other words managed, in such a way that teachers have the resources that they need, they have the time available to them, that they have the support they need in the discipline area, that the building functions well, that things are scheduled well and schedules run on time. All of those management type issues have to take place. And then on the leadership side...it has to be articulation of a vision. What we can do, where we can go, what we need to do in order to do that. What kind of training needs to be done.

For Jim, it is critical to have a larger perspective. Similar to most of the principals in this study across all school types and resources levels, Jim feels he must be able to "pause and examine people's points of view." In his words,

> ...Having that perspective means that I'm always willing to credit opposition to...a good will, and maybe sincerely held beliefs. And when you do that, it means that you have to pause and examine people's points of view and not necessarily just try to run over them. So I think that is one thing that shapes my operational style. Which is essentially to be open to listen to people, to weigh things, to evaluate if feedback is not good, to be willing to change. And we've changed some things in the middle of doing them.

Two-thirds of the principals stated the importance of altering daily schedules so that teachers could have more *"time"* to work together in teams—an example of the managerial face of leadership. Almost all of these principals explicitly stated that even when they are acting in their "managerial" role, they emphasize that their beliefs and actions are in service of supporting teacher learning. In these teacher and cross-functional teams, their emphasis was to "push teachers to move beyond dialogue about the day-to-day business" and toward substantive "reflection on," consideration, and dialogue centering on issues of practice. In this way, principals acted as *instructional* leaders. As *spiritual* or *visionary* leaders, some principals—and all of the principals serving in Catholic schools, regardless of their school's resource level—emphasized the need to continually link these concerns to the school's overriding mission. This was true especially for the Catholic school principals.

All of the public school principals, and most of the other principals, mentioned the importance of building "time into the schedule" so that teachers can collaborate and reflect on curricular and improvement issues. For example, Muriel Leonard, in the opening vignette of this

paper, principal of a low resource middle school in Boston, discussed how implementing school "structures" is essential to craving out time to reflect and learn from each other. Much like other principals, her idea is that the kinds of planning and collaboration she desires will not happen unless the school and "schedule" are altered so that they deliberately accommodate and prioritize these forums for teachers to work collaboratively. Even when "structures" are put in place, Muriel acknowledges that there may still be "some resistance" to working within them. In Muriel's view, "re-shaping a school culture takes time."

Sometimes it is challenging for principals to secure needed time for collaboration and supporting teacher learning within the daily schedule. Dr. Mary Nash, principal of Mary Lyons alternative school in Brighton, MA, discussed a creative strategy she employed to make time for collaboration and build school culture. For Mary, "treating teachers like adults" is essential. When teachers complain that Mary wants them to return from Inservice training and give the assistant teachers a break (rather than going to lunch), they suggested that Mary provide them (the teachers) with nice lunches in return for their time in. Mary told me that she agreed to do this and that the teachers in her school "all appreciated it and they felt like adults."

> I'll buy them lunch, for example. Like for the literacy training, they were supposed to be released, five or six days last year, half days. And the problem was when they came back and they'd come back at lunchtime, their assistant teachers would have been covering their classes. Were they then going to just sit down and not go into their classrooms? They wouldn't even give the person a break in their class? I said "That's not right. How about if I buy you one of those really nice roll up sandwiches they sell?" I said [this] because we had had in service, [and] the institute people came here, the CLD bought us those box lunches from Rebecca's. They have the nice roll up sandwiches and the little cookie and the chips and a soda. So they [the teachers] said, "Well, can we get chips, too? And a soda?" and I'm like, "Yes, yes. You can have that. But when you come back, you have to go into your classrooms with your box lunch and relieve that poor soul that's been in there all the while." And they said, "Well, can we have the big cookie, too?" And I said, "No, no big cookie." And they started crying. They're like, whining, and just saying, "we want the big cookie." And I'm like, "No. no big cookie. ...They're over a dollar each. No big cookie." Then they like, "Please?" And I went, "All right. You can have a big cookie." It was a very, very helpful device because it was a common human need. And I said to them, "I have a problem. I know when you come in you're still supposed to get your duty free lunch. The problem is, it doesn't seem fair to me. So how about if I hustle and get you your lunches, then when you come in you just pick it up and you order them the day before, you get exactly what you order. It's a beautiful experience and you go in and cover your own class for lunch. But no whining and no union stuff about it. How about it?" And it was really wonderful. They all appreciated it and they felt like adults. So oftentimes we'll meet here at lunch time and I'll buy sandwiches or whatever.

Providing food for faculty, treating teachers like "adults," and creating opportunities to celebrate or work together are common themes in the principals' descriptions of how they support teacher learning and create a positive school climate.

Leadership Practice for Teacher Learning

> Ultimately, the knowledge that is **meaningful**, that is the basis for thought and feeling, is that which is personally owned. Second-hand knowledge may be useful, but first-hand knowledge—that which comes from a personal investment, reflection, observation, experience—is what gives and individual power.

> Teachers and administrators who have developed a personal construct about learning, who own knowledge and are able to articulate that knowledge, can attend to the important issues confronting education because they will be less intimidated by external educational models. They will be decision makers rather than captives (Perrone, 1989, pp. 119-120).

To translate their thinking into practice, these principals employed, to varying degrees, four mutually-reinforcing initiatives—*forms of adult collaboration*—that are aimed at transformational learning: (1) teaming within and outside of the school context (i.e., sharing in work, strategy development, and decision-making), (2) providing leadership roles (i.e., sharing authority and expertise—thus, distributing leadership), (3) collegial inquiry or reflective practice (i.e., creating a context for shared reflection and making it a priority within the school), and (4) mentoring. Not only did the principals employ a diversity of practices to support teacher learning, but the forms of the principals' initiatives fell along a continuum (from newly implemented, to middle stages of implementation, to mastery) and the process of initiative implementation also varied. Table 3 presents an overview of these four initiatives supportive of teacher learning as well as the specific examples of practices these principals employed within their school contexts. As Table 3 shows, various initiatives employed by the principals created opportunities for using reflective practice as a tool for professional and personal development.

A common thread through all of the practices listed in Table 3 is that they center on providing opportunities for adults to engage in the process of reflection. Theorists maintain that engaging in reflective practice is a powerful tool for supporting professional development and, oftentimes, transformational learning in schools (Brookfield, 1995; Daloz, 1986; Kegan, 1994; Schön, 1987).

In the reflective practice model, particular attention is devoted to the importance of participants understanding their own assumptions, convictions, and values in the learning process, the taken-for-granted beliefs that guide thought and action. Examining assumptions is essential for the development of lasting change and new practices. Yet, this step is often lacking in schools because "teachers and administrators often do not consider how the assumptions that are foundational to particular forms of practice interact with new, innovative practices" (Kruse, 1997, p. 58). Reflective practice can assist practitioners in developing a heightened awareness of their assumptions, so that they can examine their influence on performance (Osterman & Kottkamp, 1993). Doing so creates opportunities for transformational learning.

Reflective practice supports adults in developing the capacities to better manage the complexities of their work. Through systematic reflection with colleagues, teachers *and* principals become better able to view their thinking multiple times through the reflected lenses of the other principals around them, which can lead to alternative frameworks for thinking and the re-framing of assumptions. One goal of reflected practice is to stop events so they can be re-viewed; the power is in the re-viewing and consideration of alternative, more effective ways of thinking and responding. Once issues/questions are raised to a conscious level, a person can then take steps to address or re-think them. The problem for practitioners is that, oftentimes, they have difficulty doing more than responding from assumption and instinct, because the demands are great, and the time and tools for reflection are limited. In this section, I provide a few examples of the ways in which the principals in this study employed the four main initiatives I have identified to be supportive of teacher learning.

Table 3: Reported Practices that these Principals Employed in Support to Teachers' Transformational Learning & Developmental Underpinnings

CONTINUUM: LEVEL 1 **Philosophy (Espoused Beliefs)**	**Shared & Inclusive Leadership** **Sharing Responsibility for Leadership**	**Community & Community Building** **• Relationship Building** **Developing a Positive School Climate**	**Embracing Change & Fostering Diversity**	
CONTINUUM: LEVEL 2 **Initiatives: Actions in Practice** **Categories of Adult Collaboration—supportive of Reflection**	**Teaming:** Teachers problem solve in cross-functional teams. Sharing Ideas & Collaborating in Team; Sharing Power in Decision-Making "Bringing people together to share work & decision making" **"Working together"** **"Building communication"**	**Providing Leadership Roles:** Sharing Responsibility for Work & Leadership (Distributing Leadership) **Knowledge based Management** **Lead roles invite teachers to:** a) Assume Responsibility, b) Share Power & Decisions, c) Welcome Mentorship **"Teacher initiative is a big thing"**	**Collegial inquiry (Reflective Practice):** Creating opportunities for reflection & sharing perspectives "Raising Consciousness" (L.M.) "Upping the Periscope" (Sr. M.) Importance of making spaces for and "teaching teachers ***how*** to reflect" Perspective broadening (self & other) **"Getting together to jointly learn or explore ideas" (MSM)**	**Mentoring (multiple purposes)** The **purposes** of these programs vary and range from "***mission spreading***" to exchanging "***information***" to providing "***social***" or relational support to new teachers and/or staff. **Selection Criteria:** Mentors are selected according to different criteria including: "***knowledge & understanding of the mission***," teaching "***experience***," disciplinary focus, and/or other characteristics (non-academic).
CONTINUUM: LEVEL 3 **Particular Expressions of Initiatives/Practices**	(1) Inviting adults into conversations; requesting feedback on ideas (e.g., "What do you think?") (2) Principals & Teachers, Principals & Board members, Educational & Administrative Teams work toward strategy development & shared decision making (3) Teacher Teams in/out of classrooms (4) Teacher teams-curriculum	(1) Teachers and Staff share knowledge & expertise (2) Teachers become administrators or team leaders. (3) Teachers chair faculty/depart. mtgs. or committees, deliver workshops at school (4) Exp. Teachers mentor Associate teachers (graduate students, interns) (5) Teachers have authority	(1) Free writing in faculty meetings (2) Asking for feedback on practices and/or engaging in dialog about ideas; e.g., "What do you think?" (3) Brainstorming before discussions (4) Journal writing & sharing of thinking (5) Goal setting with principals & fellow teachers (6) Engaging in discussion	(1) Exp. Teachers mentor Associate teachers (graduate students, interns) (2) Mentoring: pairing experienced teachers w/ new teachers (3) Experienced teachers who are familiar with the schools mission are paired with new teachers so help them understand the mission (4) Intern teachers &

	(5) Research/Study/Book Groups (6) Teacher teams visiting schools (two purposes) (7) Faculty Development Comm. (Medium & High resource schools) (8) Department meetings (9) Ministry Teams (Catholic Schools) (10) Developing Partnerships with Universities, Businesses, and Community Organizations	for decision making (ownership) (6) Teachers and administrators have primary responsibility for their work and some new work (7) Teachers are members of accreditation teams (8) Teachers deliver workshops (outside of their own schools and/or @ conferences) (9) Teacher involved in evaluation of other teachers (10) Teachers develop expertise (through sabbatical or training) & teach others (11) Lead roles in self-study or as trainer of other teachers (12) Developing partnerships with Universities and/or businesses (13) Developing courses to teach graduate students on site (14) Developing Partnerships with Universities, Businesses, and Community Organizations	for conflict resolution (7) Adults in school community engaging in reflection related to classroom practices (8) Engaging in writing and reflection for the school's self-study (9) Reflecting and engaging in dialog about formulation of goals and school mission (10) Thinking and talking together about altering curriculum or practices, and/or developing assessment (11) Conceptualizing and writing proposals and/or articles (12) Reflecting on philosophical questions related to practice, mission, standardized testing (13) Writing and reflecting on how practice reflects school mission (14) Proposal writing (for grants, new programs, new classes, sabbatical, graduate study) (15) Private and shared reflection after community event (16) Some forms of faculty meetings where adults engage in inquiry and reflection & critical inquiry (17) Sabbaticals, and in some cases, considering "in-house sabbatical for teachers to serve as researchers and	practicing teachers are paired to help interns learn the culture of the school (different purposes) (5) Developing Partnerships with Universities, Businesses, and Community Organizations (6) Teachers who are aspiring to be principals are paired with principals and/or administrators to learn about their roles

			consultants on key issues of need in the school" (J. S.) (18) Developing Partnerships with Universities, Businesses, and Community Organizations	
LEVEL 4: Analytic Level **Developmental Principles Supportive of Transformational Learning**: Opportunities which help a person to move aspects of his thinking from being subject to them (or identified with them) to being able to take them as object (or reflect on them) so that a person can be in relationship to his thinking.	1) Creating a safe environment in which people feel comfortable sharing their perspectives, taking risks, and exploring alternative points of view	2) Challenging each other's and one's own thinking and assumptions	3) Providing opportunities for individuals to actually name or put into words on paper or orally aspects of their own thinking and assumptions which provides a space for individuals to be in relationship to their own thinking and assumptions	4) Creating opportunities for individuals to alter their thinking and assumptions and act upon act upon or test new ways of thinking

Teaming

> Staff development can be a powerful tool for improvement in classroom instruction. But it can be much more. It can form the foundation for teacher growth and collegial support that results in new, more authentic approaches to teaching and learning. (Blasé and Blasé, 2001. p. 75)

Sparks (2000) emphasizes the importance of creating contexts in which teachers can engage in collegial inquiry, mentoring, action research, and curriculum design. He maintains that teacher learning occurs through collaboration, which can be found across school contexts, regardless of affluence and ethnic diversity. Like Sparks, other researchers argue that teaming—placing more than one teacher in a classroom—and mentoring new teachers with veteran educators serve as mechanisms that reduce teacher isolation, create innovation, and establish knowledge-based management systems (Friedman, 1997; Hannum, 2001; Pappano, 2001; Rogers & Babinski, 1999). However, this research and the research discussed in this paper, indicates that individual school context and culture need to be considered when contemplating ways of establishing greater collaboration among teachers.

As Table 3 indicates, the principals shared multiple important examples of the ways in which they team people together in their schools. For example, teachers teach in teams. Associate teachers (graduate-level educators at nearby colleges) are teamed up with experienced teachers during the school year. Teachers, administrators and staff work together on different teams (e.g., curriculum team, diversity team, technology team). Teams of teachers and, oftentimes, teams of teachers and administrators worked together on projects to develop competencies and achieve school objectives (e.g., development of an integrated curriculum). Principals in this study discussed the ways in which a team approach is helpful in terms of building of relationships and connections with each other and not experiencing feelings of isolation.

Teaming is practice that almost all of the principals in this study used in support to teachers transformational learning. They spoke about how it enabled them to share leadership, build community, improve communication and enhance the implementations of changes. Teaming holds potential to serve as a context for the growth of team members. Teaming promotes the sharing of information and perspectives; it also provides an opportunity for individual team members to articulate and become more aware of their own and other people's thinking—and *assumptions*.

Dr. Sarah Levine, former head of Belmont Day School in Belmont, MA and also of Polytechnic High School, a high resource, k-12 independent school in Pasadena, CA, employed teaming as a way to support teachers' transformational learning. In teams, individuals have opportunities for receiving feedback on ideas and sharing diverse perspectives. Sarah summarized her thinking about the importance of a trusting relationship with fellow team members in this way:

> The ability to tolerate and even invite disagreement and confrontation is important, I think. It's too easy to have [pause] and want people near you to agree and support. A key to good leadership is finding people whom you can trust enough so that they can disagree and confront you in a way that's not ultimately threatening.

Sarah, like many principals in this study, valued the contributions her team members made and she depended upon their providing her with diverse viewpoints even when they were not in agreement with her own viewpoint. She saw the practice of inviting adults to work together in teams as an essential element of leadership as well as a remarkable opportunity to support teacher learning.

Like Dr. Levine, Jim Cavanaugh, principal of a medium size, public high school in Watertown, MA, has a background that includes a great deal of teaching. He, like Gary LeFave, seems to have been a person who has "risen in the ranks" from teacher to "union president" and then "math coordinator and math teacher" to "assistant principal" and finally principal. Jim discussed how his leadership for teacher learning is informed by his prior positive experiences in all of his positions. In this way, he really seemed to have a very optimistic and trusting view of students and teachers, seeing both groups as interested in doing their best and having great intentions. In discussing that value of teaming as a practice supportive of teachers' (and his own) transformational learning, Jim provided an example of his high school's leadership team of 16 members (members included Jim and several teachers from various disciplines). The goal of this team, Jim explained, is to "try to build a collaborative learning community for the school," and the primary focus for this year is on examining student work. One of the important reasons for collaborating, according to Jim, is that,

> ...We're in a much more complicated and complex situation when we're dealing with human beings. And so we want to have a process, which allows them [team members] to achieve to the maximum of their ability and doesn't turn them off. And to do that it needs more than one person walking into a room, shutting the door and doing what he or she wants.... That's one of the reasons I think we're getting to the collaboration piece. ... Because it's [collaboration as a team] the one that's going to be the most productive in terms of creating an environment which kids can achieve, feel valuable and feel supported, feel like they can give their opinions. (p. 19)

Jim believed that having teams of teachers looking at student work has begun to be effective in the school; he explained why he values teaming and how it works,

> [Working with others in a team] can be a gentle process, it's not criticizing the teachers and it exposes so much when you have five or six pairs of eyes looking at a piece of work and ask questions. ... They ask clarifying questions and then they ask...questions which make you think about what you did and how you set the lesson or you set the task as well as what the student has done" (p. 23).

Jim hopes that next year the school as a community will pay more attention to the protocol and have formal teams and perhaps work across disciplines.

All of the higher resource school principals in this sample discussed the benefits of having a Faculty Development Committee—a team—composed of teachers and oftentimes several administrators. "Peers helping peers" is a key theme that all principals in this sample described as being vital to supporting teachers' transformational learning. Many principals in this study also shared their thinking that this kind of committee work also provides teachers with leadership roles. Sr. Magnetti, head of a higher resource Catholic independent, PK-12 school, spoke about the important ways in which these kinds of teams allow for "peer" collaboration and ownership of decisions.

> We have a faculty development committee, which is made up of elected faculty from lower, middle and upper school. They choose their members. And they have a head of it, which is two of their members, **they kind of share it**. And they review ... they review all the applications for ...that the faculty have, to attend any workshops. **Because I feel that it's really peers...it's a lot of peers helping peers here**. And that's important. So, they have to have the approval of their division head to apply for something, but they oversee the allocation of the funds for that. (p. 9)

Like other public school principals, Dr. Mary Nash, principal of a medium resource, special needs (alternative K-8 public) school, needed to find time within the school day to create

forums where teachers could work collaboratively in teams. Mary implemented "service team meetings," which meet in the morning before the official school day begins. The purpose of these meetings, Mary said, is to counteract the tendency that the students have to "split the adults." Adults meet to discuss the ways they can handle particular kids or issues that arise and benefit from learning about other team members' perspectives on such issues. Mary also discussed how the team engaged in shared decision making and how this helps to reduce isolation.

> And that we need to...as a group, figure out either a strategy or a support system for the staff here so that didn't happen to them. So that when they [the teachers] left here, they could leave and be adults. They didn't have to go through these hula hoops of getting back to base line. And what we decided that we needed to do is that we needed actually to create what we call now the service team meetings, which are those meetings in the morning. We came to consensus on...the thing that drove the teachers crazy is their [the students] uncanny ability to split the adults. And that unless we could get the adult team together, it worked with the kids every day, and it was very impossible to do schedule wise, other than in a before school time zone. We felt that we would lose the battle early on. So I said to them, "Okay, how about this? If I give you the 20 minutes extra at lunch time every day and I give you an extra planning period at the end of the day..." I was at that time supposed to give them four planning periods a week and I had already given them the 2:30, the last period of the day so that it would be a common planning time. I said, "what if I give you five?" Which is now what is the standard in the contract is five for an elementary teacher. "Would you all agree to it? Because if you don't all agree to it, we can't do it. It's very much against the union rules to expect, to demand that you come before school. On the other hand," I said, "I'm giving you 20 minutes a day, five days a week. That's a hundred minutes and I'm only asking you to work 45 really" (p. 13).

Finding time oftentimes meant negotiating with the school community. This type of negotiation was something that all of the public school and several of the Catholic school principals discussed. Similarly, in other schools, teachers met in teams to discuss curriculum, assessment, and students. For example, at Kim Marshall's public, low resource, Boston elementary school, there were a couple of large projects that have been based on teaming. One project focused on having teachers to look at the MCAS guidelines and standards and come up with a guide to show what skills should be taught in what grades. The Literacy Initiative that Kim referenced is one that all of the Boston public elementary school principals discussed. Similar to teaming practices at most of the other schools in this sample, Kim stated that this effort involved asking provocative questions about the value of the test and how the project would be done, a commitment to working together as a school instead of as individual teachers playing a "lone ranger role." Then teachers formed committees to examine the test and "walk backward" through the grades until they had guidelines. After engaging in reflection and dialog, teachers could begin to focus on how they would teach these content areas and skills.

A common example of teaming across *all* school types and resource levels is that teachers regularly work in teams to evaluate the curriculum. For example, at Joe Marchese's school, an independent Quaker high school (medium to high resource level), the English and history departments teamed up to teach an interdisciplinary unit between Thanksgiving and Christmas. This unit has been discontinued, but Joe wants to bring that idea, of interdisciplinary thinking back into the high school. Within the history department, there is team planning that began with the revision of the 9th grade curriculum and has continued. This team participates in "regular dialogue," which Joe understands to be a support to teachers' transformational learning.

Also across school types, principals discussed the value of having teachers visit other schools in teams. At Joe's school, members of the science department developed a tradition to "close down" for a day and visit another school. While some teachers complain about having to

go, "they all come back feeling charged up about what they've seen, because they have some points of comparison." This comment implies that Joe's sees the practice of teaming as being effective since individual science faculty benefit from learning about multiple perspectives.

At Deborah O'Neil's school (a catholic low resource pre-k-8 school in Cambridge, MA), teachers often meet to talk about children who are having difficulty, who are getting help from the sped teacher. Like other principals, Deborah considers these team meetings professional development because "it's allowing the teacher the professional judgment and the opportunity for dialoging with colleagues about that judgment."

Teaming an approach that has several principles aligned with constructive developmental theory. The context of working with colleagues in teams can create a safe place for individuals to share perspectives and challenge each other to consider new ways of thinking and acting. For example, each team member can be encouraged to have a voice in the ongoing dialogs and conversations, to become more aware of one's own thinking, to articulate assumptions, and to envision alternative ways of acting and reacting. Individuals working in teams can provide support to each other, as team members test new thinking and became increasingly able to reflect upon certain aspects of their thinking.

Teaming holds potential to provide a safe "holding environment" (Kegan, 1982, 1994) in which people share their thinking, take risks, and explore their own and other people's perspectives. Learning to understand and appreciate the perspectives of others can enhance the potential for individuals to better manage situations where multiple perspectives are present. Participants can release themselves from embeddedness in their own perspective, an inability to see other people's meanings. Most importantly, articulation of a perspective might help facilitate development. This voicing of opinions and beliefs could be perceived as risky for individuals at different developmental levels (see Kegan, 1994). The team structure can provide a safe context within which to voice and share one's thinking.

Providing Leadership Roles

> By providing leadership roles I mean giving other people the primary responsibility and authority for doing some work or making a change.... Because although people would keep me informed, they would primarily do it on their own. (Dr. Levine)

By providing individuals with leadership roles, Dr. Levine, like most of the principals in this study, said that she sought to encourage individual community members to make their ideas and voices heard in the community, and for them to also assume responsibility for the success of events, ideas or programs. It was a way in which Dr. Levine and other principals discussed sharing their leadership by inviting other community members to share power and decision making authority.

More than one-half of the principals severing in different school contexts reported that leadership roles provided teachers (and themselves) with opportunities for transformational learning. In their view, people grow and developed from being responsible for an idea's creation, development, or implementation. For example, many of these principals stressed their efforts to support teachers' excellent ideas for implementation. Some principals asked the teacher who proposed an idea to develop a proposal and to share his idea with the school community toward implementing the change. Even the work of developing the proposal, in their view, either independently or in a team, appeared to encourage the development of certain abilities, skills, or capacities in community members. In many of these schools, teachers, staff, and administrators were all invited, at different times, to embrace leadership roles. Working

with others in a leadership role holds the potential for helping people to uncover assumptions guiding actions and possibly test out new ways of acting.

For example, a huge project at Kim Marshall's public, low resource, Boston elementary school has been the ELLI program implementation, where one teacher was selected to leave the school for training. This literacy program was also being implemented at three other schools in this sample--and the school leaders are implementing it in similar ways. At Kim's school (as was the case at the other schools) the teacher who was selected to leave the school to receive training (for which she was paid) then returned and has assumed a leadership role in training the other teachers in how to use this method of literacy education in their classrooms. This second part seems to involve a lot of coaching and discussion among teachers--and the teacher herself was in a leadership role.

These roles hold the potential for creating a context within which individuals with leadership roles can have their thinking supported, and also challenged, by principals and colleagues. These conditions, the supportive challenging of another's thinking, established by the provision of leadership roles hold the potential to facilitate transformational learning. Also, when teachers assume these roles, they can broaden their own individual perspectives by working closely with colleagues with whom they might not ordinarily work. Working with others while thinking about how to carry out the role—and in carrying out the role, creates additional opportunities for other people to support the person with the lead role as she comes to a greater awareness of his or her assumptions, and possibly experiments with new ways of acting. In essence, these roles can create "holding environment" for growth. Spaces where individuals have the opportunity to move aspects of their thinking from being subject to it (the aspect) and identified with it to being able to take it as object (and have greater perspective on it) (please refer to Tables 1 and Table 3).

Engaging in Collegial Inquiry / Reflective Practice

Reflective practice is another tool identified by school leaders as a practice that supports teachers' learning (Rasmussen, 1999). Blasé and Blasé (2001) also point to the importance of inviting teachers to reflect on their practice. Additionally, they highlight the principal's role in supporting this process: "the "Dialogue and critical reflection promote the empowerment of teachers and democratic schools; the shared governance principal's role becomes one of communicating, coordinating, fostering mutual problem solving, and providing resources for effective work" (p. 77).

I define collegial inquiry as a shared dialog in a reflective context directed toward people becoming more aware of their own guiding assumptions and those of other colleagues. The guiding idea behind the importance of exploring assumptions in a reflective context is that by encouraging a person to become more aware of his own assumptions, which guide thinking and behaviors, he will be freed-up, in a sense, to understand how assumptions inform problem-solving and be better able to engage in learning (and conflict). This occurs because the person may be less identified with aspects of his own thinking and be able to reflect upon those aspects with which he may have previously been identified. Transformational learning is made possible by becoming more aware of one's own thinking and guiding assumptions, and also having someone else become aware of how a person is making sense of their experience so that all might better support each other in a developmentally appropriate way, and also challenge each other's thinking and assumptions by suggesting alternatives.

Many of the principals described how they used this initiative to engage the community in conflict resolution, decision making, and learning about key developmental issues (e.g.

diversity). Examples of how almost all of the principals in this study employed this developmentally oriented practice are listed in Table 3. These include:

- Inviting faculty and staff in faculty and/or team meetings to privately reflect by writing in journals followed by public discussion and a sharing of perspectives,
- Participating in the collaborative process of goal-setting and evaluation with community members;
- Inviting adults to share their thinking and perspectives in response to questions (e.g., questions related to a school's mission, values, practice, proposed ideas);
- Inviting teachers and administrators to use collegial inquiry when engaging with conflict toward resolution.

These and the examples listed in Table 3 illuminate multiple ways in which these principals created contexts supportive of transformational learning. Contexts in which adults worked together to share their ideas, seek to better understand community members' diverse perspectives, and support *and gently challenge* each other in the uncovering of assumptions and considering alternative ways of acting and/or thinking.

For example, Dr. Larry Myatt, principal and founder of the Fenway Pilot high school in Boston, MA, told me that creating spaces for teachers to engage in meaningful reflection on their practice is vital to supporting to teachers' transformational learning. He shared what he sees as two essential ingredients for supporting this type of learning, "Giving teachers the time to talk—and this is a very important one—helping them to learn *how* to talk and engage in reflective practice." When I asked him how he does this, he explained by sharing an example of how it might be easier for his teachers "of humanities" to get together and "build curriculum or discuss pedagogy," as compared to his "math teachers" due to context matter and "personality" characteristics. Having an "example or model," in his view, "really helped the school to learn how to do this." The example he shared to illustrate his point was the "Facing History and Facing Ourselves Curriculum," where the teachers at his school learned to examine and critically "reflect on the set of questions that help to guide and shape their conversation."

Like Larry, Mr. Jim Cavanaugh, principal of Watertown high school, mentioned that "being reflective about your practice is the key." He views this as the ultimate way to raise student achievement. Rather than putting themselves on "automatic pilot," teachers need to ask themselves how they know that students have learned (or haven't learned) something, which is a "deep question" (p. 17). For Jim, it is crucial that teacher make their assumptions explicit and examine them. This, in his view, changes the focus from "covering the material" to making "student learning and performance the priority." In Jim's view, reflective practice among teachers can also help kids to be "lifelong learners." He explained his reasoning in this way,

> ...Self-knowledge is just so important... that's crucial to teach a child or a student how to ask, 'how do I know what I know? What are my strengths and my weaknesses? How do I build up one and capitalize on the other? What's my preferred learning style? How do I take in information fast, how do I seek out information'" Unless we're explicit about that, and we're modeling it ourselves, kids aren't going to learn to be... lifelong learners. They're not going to learn to be self taught." (p. 19)

While also emphasizing the importance of creating opportunities for teachers to engage in reflective practice, Dr. David referenced the importance of encouraging teachers to leave the school's campus for professional development experiences. For Dr. David, these sorts of off-

campus experiences help faculty return to campus with "a broader perspective," and "fresh ideas." This, in her view, allowed for "empirically testing, if you will, the validity of your own educational philosophy or pedagogy or ideas..." (p. 13).

Ms. Mary Newman, former head of Buckingham, Browne & Nichols K-12 independent school in Cambridge told me that reflecting of practice is a natural part of everyone operates at her school. It seems that reflecting on practice, according to Mary, was built into the culture, and she feels it has been that way ever since the school began at the end of the last century. From Mary perspective, her teachers, administrators, and staff "are always asking the tough questions of ourselves," and that it is such a part of the fabric of the school that she does not "need to ask people to reflect." If anything, there are times when people need to learn to take a rest and appreciate what they have accomplished. At her school, "Everybody is always thinking about what they can do and what they can do better" (p. 6).

Like many other principals in this study, Sr. Barbara Rogers, principal of Convent of the Sacred Heart School in Newton, MA., discussed how she creates contexts for teachers, administrators, and staff to engage in reflective practice, especially in relationship to the school's mission. This was a common theme among many of the Catholic school principals. Like Sr. Magnetti and other school principals, Sr. Rogers discussed the importance of teachers and the school having a clear sense of mission. It was important that everyone "feel ownership" of that mission. This also seems to have developmental implications: if teachers understand the overriding school principles, that will help them know how to set priorities and make decisions (on behalf of those principles). Depending on the relationship they have to those principles, this could work well for teachers with a Socializing or Self-Authoring way of knowing.

Sister Barbara understood her role as "bringing more and more faculty, more and more deeply into an understanding of the total mission of the school." For her, it was important that community members "who work here buy into the mission, understand their responsibility for the mission and mostly loves it" (p. 2). One aspect of this philosophy is that she often asked teachers to reflect on was how their teaching embodies or relates to the mission.

> We really ask each teacher to write a reflection on how he or she feels they've contributed to each of the goals of the school. ... And one of the things I asked them to do is talk about what their own challenges are with regard to the goal. And sometimes a person will write, you know, as 'I began to write about this, I saw... I don't do enough in this area. And ...my goal for next year is to do X or Y or Z.' ...So this reflection is really mission based" (p. 3).

As a result, Sister Barbara feels her goal is that "every single person believes that everything we write in our school catalog happens every day." One reward of having these reflective conversations with teachers about how they contribute to the goals/mission of the school was that both Sister Barbara and the teachers loved it. "We all love the opportunity to talk about what's most important to us. ... What's most important for faculty is they feel attended to so that they can attend fully to the children." Such contexts become an invitation to transformational learning.

Collegial inquiry (reflective practice) is a practice that holds the potential to provide a supportive, safe learning environment for individuals to develop greater awareness of their beliefs and assumptions, and to reflect with others in ways that may allow them to envision alternative ways of thinking, acting or behaving. Securing, prioritizing, and guarding spaces in which adults can engage in reflection and discussion of thinking and assumptions, holds the potential for transformational learning. The focus of this initiative is to create a dynamic space in which we can share their thinking and assumptions, so that we can become more aware of assumptions, which guide behaviors and deeper thinking.

Mentoring

The majority of these principals have mentoring programs at their schools. Most programs are voluntary for teachers (except in the Boston and Florida public schools where all first year teachers are assigned mentors). However, the programs are at different stages of development and almost all principals expressed interest in improving existing programs or, in cases where a program did not exist, in building one. The programs' purposes vary from "mission spreading" (in two of the Catholic schools) to exchanging information to providing relational support to new teachers and/or staff. Most often experienced teachers volunteer or are "encouraged" to participate as mentors. Principals select mentors according to different criteria including understanding of the mission, teaching experience, disciplinary focus, and/or other characteristics (non-academic). For example, Killion (March 2000) points to the ways in which mentoring of experienced teachers with novice instructors can enhance reflection and learning.

> Master teachers can identify instructional strategies they use, identify research that supports the strategy, and cite advantages and disadvantages of using a particular strategy with their students and their intended learning outcomes. Novice teachers benefit from coaching and support to acquire and articulate this information. (p.3)

Some programs in place at schools in this sample fall to one end of a continuum—what I refer to as a ***seed*** phase. In these, mentor-mentee pairs usually meet at the beginning of the school year for *instrumental* purposes and these programs have a *logistical* orientation (e.g., knowledge sharing about school/faculty rules and regulations and school life). Principals reported that these are "informal" programs, often oriented toward "emotional" or "social" support. Mentor-mentee pairs are "encouraged" to meet whenever necessary, and there a fewer structures in place to facilitate ongoing dialogue.

On the other end of the continuum, at what I call the ***mastery*** level, several principals report having well developed, longstanding, and highly sophisticated programs in place. In these types of programs, mentor-mentee pairs meet throughout the year for both *instrumental* and *dialogic* purposes (i.e., conversations include both knowledge sharing and reflection on practice), and established structures support ongoing dialogue (e.g., mentor teachers meet to reflect on mentoring issues, and mentees to reflect on their teaching and experiences as new teachers). These programs appear to be more comprehensive and oriented toward reflective practice than those in the ***seed*** phase, and principals report that these programs have grown to be an important part of the fabric of the school.

Mentoring programs, depending on how they are implemented, can help principals to shape school cultures that facilitate teachers' transformational learning. One key element in structuring such programs is to consider the goodness of fit between the mentor and mentee and well as the fit between the principal's expectations for teachers in this and other initiatives and teachers' developmental capacities and readiness to engage in practices aimed at supporting transformational learning. As Table 1 indicates, adults with different ways of knowing make sense of their experiences in qualitatively different ways and have needs for different types of supports and challenges in order to grow. A person's way of knowing dictates how mentoring and other initiatives will be understood and experienced, since adults orient to different concerns and have different guiding pre-occupations depending on how their way of knowing. All of the initiatives discussed in this section can serve as "holding environments" for growth (Kegan, 1982). Lastly, it is critical to highlight that each of these initiatives' holds the potential to support and challenge teachers at different phases of their lives, different stages of their careers, and with different ways of knowing.

Dramatic Differences among Resource-Rich and Low Resource Schools: Focusing on Financial Resource and Its Relationship to How Principals Support Teacher Learning.

> ...Let's face it, money is power in our society. And when you give faculty members a little control over money, they feel energized by it. They feel they have control and power (Zank, medium resource, independent N-12 school Florida)

While every principal reported practices for supporting teacher learning, these principals discussed the ways in which different types of resources that importantly influenced *how* they were able to support teachers' transformational learning within their schools. As mentioned earlier, I have grouped these resources into four continua: (1) financial, (2) human (administrative/faculty structure shouldering leadership responsibility), (3) time (flexibility in scheduling), and (4) plan/vision for professional development (e.g., access to other organizations, conception of future goals for supporting teacher learning and "know-how"). In this section, I will limit my focus to *how* the types/range of initiatives principals can employ to support teacher learning are differently influenced by their schools' place on a continuum of *financial* resources. Additionally, I will highlight how these principals work within the strengths and limits of each resource type and develop creative strategies to create a climate supportive of teacher learning and school improvement.

There is a strong relationship between a school's financial resource level and *how* principals can support teacher learning. Almost all school leaders in this sample voiced two strong beliefs regarding how to best support teacher learning. First, across all school types and levels of financial resources, principals maintain that professional development needs to be school-based and "rooted in colleagues." Secondly, school leaders vehemently discussed the influence financial resources have on their capacities to support teacher learning. A critical finding of this research is that even in schools with low financial resources, principals used creative initiatives to support transformational teacher learning that did not require high financial resources. In all school types and across all resources levels most school leaders use their professional development funding to move toward their goals.

Allocating a Percentage of the Annual Budget to Teachers' Professional Development

> A New York Times analysis of how the city's 32 community school districts have allocated money in the last four years shows sharp disparities in the districts' spending choices. And it suggests that money spent on aides and administrators does less to improve student achievement than money spent on books, teachers training and other instructional categories. (Wyatt, 2000, p. B6)

Across resource levels *and* school types, the majority of principals reported that in order to demonstrate that supporting teachers' professional development is a "priority," a percentage of the operating budget needed to cover professional development.

For example, as principal and founder of the Mary Lyons School in Brighton, MA (an alternative elementary school for children with special needs), Dr. Mary Nash has benefited from having a great deal of discretion over issues of funding and hiring. Notably, her situation is different from those of other public school principals. One thing that is interesting, though, is how important it was to her that she gain control over budget allocation (including professional

development budget) and decisions in order to be successful. When Dr. Nash was in the planning phase of the program and school, she looked at private school models:

> And essentially the school department said to me, "you have a blank check. Figure it out. And build us programs where we can put these kids." So, ...well, Okay. All right. So, I went out and I looked at a lot of different private school models and what I noticed.... And they [the school board] came back and they said that if we were able to eliminate pullouts in chapter one and resource rooms only, we could get our class sizes down to 15 across the zone. And we thought, "oh, that's ridiculous. You know, we don't think that that's true." But it is true. And so we started methodically working with folks on resource reallocation. ... I needed to be able to convince the school department to put the money into my account at the school in a lump sum without [strings attached]...and this was a very new concept. Very scary to the central office.

Like Dr. Nash, the majority the public school principals in this sample warn about the tendencies for administration to grow isolated from daily issues of classroom practice and so to devalue the opinions and work of these people. Furthermore, when administrators serve separate functions, making changes often means encountering bureaucratic systems that are unresponsive due to over-specialization. Dr. Mary Nash described the complexity of her negotiations with the Central Office that were necessary in order for her to redesign the way that the Boston public schools treated students with emotional and behavioral problems. In order to design and implement her new program at her school, she learned that

> ...When you talk to the budget people, you talk budget. They like to know what you're doing in curriculum, but they're not really sure what you're doing there, so you don't waste a lot of time on curriculum. The student assignment people you talk student assignment to. Personnel people, you talk HR stuff to. (p. 9)

Similar to the principals who serve in public lower resource schools, many of the principals serving in the high resources schools spoke about the need to have a percentage of their operating budget allocated to professional development. For example, resources clearly are important to the kinds of initiatives that Dr. Jim Scott's school can undertake (Punahoe School, high resource, independent school). However, having so much money could lead to a kind of traditionalism at some schools, and it clearly does not in this case. Jim is very committed to the idea that the school should not get too comfortable with current or long-standing practices, but should continue to look for ways to improve. His goal for the professional development budget is for it to be 2% of the school's budget, which would equal about $1 million. The school has lots of wonderful and unique professional development opportunities that include a sabbatical program, international travel, almost anything a teacher could want. Jim seems pretty committed to trying new ideas that might improve the school, and time and financial resources (which are the two most commonly cited obstacles) do not really seem to be big issues at his school.

Like several principals in medium to high resource schools, Dr. David seemed to see her role as most importantly about ensuring there is "funding" for professional development. Similar to other principals, Dr. David discussed an initial challenge that she encountered when arrived at her school: "... there was very little money available for professional development." Thus, she spent time and effort developing these funds over several years. She explained why this was important to her and the faculty,

> When I came to [the school], there was very little money available for professional development for teachers. It was a pittance. And in conjunction with that, there was an attitude that there was not much beyond the school gates of interest. So, I'm sorry to say at that point there was a kind of provincialism, a feeling that...and maybe that's not

> entirely fair to the faculty because a boarding school is such an intense environment that when you have spare time, you don't always want to edify yourself professionally. You want to get off and get some relief, spend some time with your family, doing something recreational. However, I did not feel that was a healthy intellectual climate for the school or for the faculty. And went about garnering more resources for professional development so that there would be a larger pot of money for faculty who would then be stimulated, hopefully, to take advantage of opportunities that I learned about or that they learned about.

Unlike other medium/high resource schools that have faculty development committees who share in decisions about professional development funding allocation, Dr. David holds a great deal of power in terms of how this money is distributed among teachers (there is no faculty development committee at her school). Money is important, she told me, because it enables her "to reward the professional development" that the teachers pursue. It allows teachers "to pursue their own goals." Presently, the school has "a very handsome pot of professional development money" (p. 4).

Sister Barbara Rogers, head on the Convent of the Sacred Heart (all girls, medium resources independent school in Newton, MA.), spoke a great deal about the importance of harnessing resources for the school and for teachers' professional development. She feels that her background in business has helped her to move the school from a place of financial unease to a much better place. She discussed the school's (and the school board's) willingness to take financial risks for things the community really believes in. Sr. Rogers seemed very proud of the fact that there are many ways in which the school never has to say no to a faculty member's request for funding. She also emphasized the importance of not letting money "define the school," always being aware not "selling their souls to the consumer culture." Like other principals in this study, Sr. Rogers decided to share the budget with the faculty during her second year as school leader, so that they would understand "where we were."

Ms. Barbara Chase, head of Andover Academy in Andover, MA (independent high school), one of the highest resource independent schools in this sample, spoke about how even when a school has high resources it is easy to get used to that and then those aren't even enough.

> ...That my experience, for those 14 years [at another school] was in an arguably under...if I may use this lingo, resource s\ hool. And this one [Andover], [is] arguably, I suppose many people would say, is an over resources school (Laughter) So, ...I have those two perspectives, which is kind of interesting. Although it's interesting how quickly you get used to having more resources than [less, and] then that isn't enough, too. (p. 1)

All of the principals in this study devote their energies to securing needed resources so that they can better support teachers learning. Their recognition of the importance of garnering resources echoes results reported by Blasé and Blasé (2001) who found that principals who "provide basic supportive resources [such as time, educational materials, and financial resources] in a timely fashion to encourage teacher growth" (p. 81).

Professional Development Investments: Focusing and Prioritizing by the Department or Program Most in Need

Over the last decade, District 2's emphasis on teacher development has had demonstrable results.

> Ten years ago, more than 20 percent of our kids were in the bottom quartile" on citywide standardized tests, Ms. Find said. "This year, only 9 percent of our kids were left in that

> quartile. "If I could have what I wanted," she said, "professional development would be up to 25 percent of the budget. (Wyatt, 2000, p. B6.)

Just as Ms. Find emphasizes the importance of allocating budget funds to professional development, so too do more than one-half of the principals in this study who stressed the importance of securing funds and investing professional development monies into a few key priorities (needs) at their schools. Rather than allocate professional development funds equally to each department, these principals prefer to give more money annually to "particular departments as needed." In their view, the department(s) with the greatest needs can be served—with the expectation that the following year, a different department would receive funding.

For example, Mr. Jerry Zank, head of the Canterbury School in Fort Myers, Florida, contends that financial resources not only influence his ability to provide teachers with learning and professional development opportunities, but they also empower faculty to attend to their own development. Financial resources fuel teacher learning—and give faculty power to attend to their own learning.

> A lot of donors...will say, "we really want to improve the quality of instruction at Canterbury. All right. Do you have a program [we can donate to?]" I said, "You know, you could make a donation to a summer grant program." It works that way, too, because it isn't like sort of in the general hopper of school funds. It's specific... "Oh, could I do that?" "Yes you could. And you can make a donation of a thousand dollars and it would make a difference." It's not 20 thousand dollars, it's not a hundred thousand dollars. That would do more, but.... So, it works with donors. It's concrete, it's specific, it has visibility, and it's programmatic. It's written up, it isn't just a whim of the headmaster. Now I think that's very, very... and it's rooted in colleagues looking at what they wish to do and then having some kind of oversight of how that money is spent. ...Let's face it, money is power in our society. And when you give faculty members a little control over money, they feel energized by it. They feel they have control and power. (p. 7)

In Jerry's view, and in contrast to Dr. David's perspective (mentioned earlier), teachers need to be part of the decision making process when it comes to budgetary decisions that affect them and the school community. Rather than making decisions about which program should be allocated professional development monies on his own, he and the faculty development committee involved the school community in these important decisions. Collectively setting annual priorities for professional development budget allocation is a shared decision making process, which he believes empowers to faculty.

Like Jerry, Jim Cavanaugh of Watertown high school also emphasizes the need to prioritize how the professional development budget will be invested. In Jim's view, in order to commit to the changes the school wants to make, he and the school community must also be "able to fight off other initiatives" that might distract from or dilute their focus (p. 24). Despite the fact that Jim sees the school as just beginning to make changes, he also seemed optimistic, saying, "we're getting there" (p. 4). Like Jim and Jerry, Dr. Larry Myatt, principal of Fenway Pilot High School in Boston, MA., recognizes the need to prioritize professional development spending. Although there are a lot of things that he thinks he and his school could improve upon, he feels good about the fact that they are attending to the "bigger and more important things." For Larry, those things include inspiring the kids. He appreciates that the district has been financially supportive of the school's "efforts toward reform" and in terms of providing "release days."

Financial Resources and their Relationship to Teacher Salaries

Perhaps the most direct way that financial resources influence these schools concerns a school's ability to reward its teachers financially with a generous/reasonable salary. Schools with *low salary scales* find it difficult to attract and retain high quality teachers and must often hire beginning teachers who then leave the school after gaining a few years of teaching experience. *High rates of teacher turnover* can be particular evident in private and Catholic schools, where, on average teacher salaries are lower than in public schools (Virginia Education Association, 2000). For example, the turnover rate for public school teachers is 12 percent, but that rate is 18 percent for Catholic schoolteachers. And since Catholic schools are increasingly turning to lay people to serve as teachers, (all six of the Catholic school principals in this sample reported this to be true at their schools), offering a competitive salary becomes an increasingly important concern for these schools (Greenberger, Globe article, 2000).

As more experienced and able teachers leave, schools must again hire new teachers to replace them. In schools with *high turnover rates*, professional development initiatives must attend to training and supporting new teachers. Similar to the national research trends, in the three Catholic low resources schools in this sample, the principals reported that teacher turnover and providing adequate compensation to were their greatest financial resource concerns.

For example, Mrs. O'Neil, principal of St. Peter's Catholic elementary school in Cambridge spoke about valuing the younger faculty she hires who bring new innovations to the school (a strength), but leave after a few years because of lower pay. With their experience at St. Peter's, Mrs. O'Neil shared, the new teachers can then get higher paying jobs in public schools. At St. Peters, Debra O'Neil describes salary increases as one of her main goals for the school. Mainly as a result of their low salaries, there is a high turnover rate for teachers, and she estimates that to maintain a full time staff of 13, she has had to hire about 35 teachers in 8 years.

> ...It's not that they do not want to be here, but after a while the struggle of getting by on our salaries...becomes very old. And I have a teacher who's leaving us and going into a public school setting, and making an 18 thousand-dollar salary increase. ...Now, mind you, he's going to a fantastic suburb...that pays its teachers very, very well. But I have a teacher who left the front door of this building and walked into the front door of a public school building, two blocks away, at a 13 thousand-dollar salary increase. [We] can't compete with that. (O'Neil, p. 8)

Sr. Judith Brady, principal of St. Barnabas (all girls) high school in the Bronx, New York named the importance of financial resources and how lacking them leads to problems that are, in some ways similar to those discussed by Mrs. O'Neil. However, Sr. Judith's school resources are so low that she must invest a great deal of her time into collecting tuition from students so that she can pay her faculty each month. When asked why she thinks that teachers continue to teach at St. Barnabas under such challenging conditions and with minimal compensation, Sr. Judith explained that "people like working with others who share their faith." At St. Barnabas, there are 24 faculty members and during the year when I interviewed Sr. Judith she reported, "We had ten new people in September. In November I had another couple new people come in. A teacher left for health reasons and in February I had... one or two more people come in."

Unlike Mrs. O'Neil and Sr. Judith, who told me that faculty leave their schools because of higher paying teaching positions in public schools, Mr. Gary LeFave, principal of Matignon High School in Cambridge, MA., in spite of only being able compensate his teachers modestly, does not mention teacher turnover or inadequate teacher salaries are major concerns. In fact, on average the teachers at his school have been teaching their for 12 years on average, and several have been teaching there for "more than 30 years." At Matignon, faculty members who have additional extra-curricular responsibilities are allocated $200 stipends. In Gary's view, rewards

come from sources other than money; the rewards for teaching at the school are "intrinsic"—teachers "feel part of a community," and that "they are doing good work." In this way, Gary's thinking is similar to Sr. Judith's expressed views.

Yet none of the principals in the middle or higher resource schools in this sample described these types of financial concerns. However, several of principals in independent schools stated that raising faculty salaries is or has been a key focus of their leadership in recent years. These principals reported that they have worked very hard to raise teachers' salaries and increase budgetary funding for teachers' professional development.

Financial Resources and there Influence of the Types of Initiatives Principals Employed to Support Teacher Learning in Their Schools

One of the most palpable findings concerns how *financial* resources dramatically influenced the *forms* of initiatives that principals employed to support teacher learning. The range of resources (place on continuum) and its effect seem largest among independent and lower resource Catholic schools in this sample. However, even in lower resource Catholic schools and lower resource public schools, the school leaders in this sample work creatively within the strengths and limits of their place on the financial resource continuum to create a climate supportive of teacher learning and school improvement.

The public school principal seem to have slightly different way of framing financial concerns and as discussed earlier resources are allocated in distinctly different ways depending on the State and the district. For example, in four of the public elementary schools in this sample, principals described the importance of hiring additional staff to keep the student/teacher ratio low and/or to help teachers work with the youngest children and with those who have special learning needs. In many cases, hiring these additional staff meant that the principals must make difficult decisions about their priorities. Mr. Joe Shea, the Principal of Trotter Elementary School in Boston, MA., decided he needed to hire a paraprofessional for every kindergarten class, where there are 22-25 students in each class, in order to increase the time spent on learning in these classrooms. Before hiring paraprofessionals, Joe observed the classes and noticed that students were interrupting "interrupting the teacher in instructional time, 50% of the time" (Shea, p. 30). Increasing the number of adults in these classrooms was the only way that Shea felt he could enable teachers to implement the learning they gained from their professional development training on issues of literacy (and other types of training). Bain and Achilles report that, in project Prime Time, "(1) students in smaller classes scored higher on standardized tests than did those in larger classes, (2), the smaller classes had fewer behavioral problems, and (3) teachers of smaller classes reported themselves as more productive and efficient than they were when they taught larger classes" (Mosteller, 1995, p. 114). Thus, despite the fact that the funding necessary to pay these paraprofessionals could be well used in other areas of the school, Joe Shea determined that hiring additional staff is a necessary first step toward instructional improvement.

All of the principals in higher resource schools (across school type) considered faculty proposal writing for enrichment and professional development to be a powerful facilitator of teacher learning. Also, several of the principals who serve in resource-rich independent schools recently implemented in-school laptop training programs that "gave" teachers computers for classroom use, and also provided teachers with training (e.g., from fellow teachers, alumni, and/or outside experts) so that they could make better use of technology within their classrooms to enhance students' and their own learning. In contrast, principals in Catholic schools with lower resources, said they lack funding for this kind of teacher learning, and they can only "encourage" teachers to engage in these types of learning—without school funds. However,

these Catholic school principals implemented creative strategies for securing needed technology (e.g., asking alumni who worked for business to donate their "old computers" to the school for collective use by students and faculty).

Like other high resource schools in this sample, Dr. Jim Scott's school offers professional development opportunities for teachers that include international travel and exchange programs, opportunities to teach courses on-line, innovations occurring during summer school, and having teachers brought from Indiana to this school for the summer. These all seem possible due to the school's robust resources. However, some of them also reflect Jim's sense of priorities. For example, while the sabbatical program is very popular, Jim is concerned that it is too "isolationist," benefiting one teacher but not necessarily finding ways for those benefits to have wider effects throughout the school. Therefore, he is entertaining the idea of instituting an in-house sabbatical for teachers to serve as researchers and consultants on key areas of need in the school.

Creative Strategy: Harnessing the Power & Generosity of Alumni

In several lower resource schools, principals reported using creative strategies (grant writing, partnering with businesses, etc.) to harness funding so that teachers could receive training in technology and literacy. Once teachers were trained in specific areas, they then assumed leadership in training others in the school. However principals said that they lacked funding for this kind of teacher learning, and can only "encourage" teachers to engage in these types of learning—without school funds. Notably, however, in all of the Catholic schools with lower resources, alumni at these schools actively support their alma mater, offering their expertise (and in several cases, funding) to support teacher learning. Across all school types, principals emphasized the role of alumni; however, it was a critical aspect of how the principals in lower resource Catholic schools harvested needed financial resources. Importantly, in several lower resource public schools, principals reported on using grant writing and partnership to harness funding so that teachers could receive training in specific content areas such as technology and literacy.

Creative Strategy: Building Partnerships

These school leaders enacted their roles on behalf of supporting teacher learning in three ways. They did this by: 1) by creating structures *within* the school to support teacher learning at the individual and collective level, 2) by supporting teachers in their professional/personal work *outside of and beyond* the confines of teachers' classroom, and 3) by securing different types of resources (human, financial, and time) through grants and partnering with universities, community organizations, and businesses.

While all principals discussed initiatives in one of these three areas, a few principals in the lower resource Catholic schools stated that they wishes they had more human (person power), financial resources, time, or "know how" to help them more adequately engage in grant writing or developing partnerships with outside organizations. However, all of these principals voiced a desire to learn more about this and to acquire the needed skills. And several of them were already in the process of building relationships with outside organizations. For example, Sr. Judith Brady, principal of St. Barnabas high school in the Bronx, New York, tries to look for financial support for students' tuition from philanthropists and other organizations in the New York City area. A challenge she faces, she said, is to show "the ordinary" stories of some students' lives "in a touching way" so those donors will be interested in supporting their education. This diocesan run program is called, "Be a student's friend" and students, if she

writes a letter in support on one of her student in a way that helps them to win the award, the student will receive $1800 each year for four years for their tuition.

Significantly, most of the principals who serve in low resource public schools reported that their efforts to secure grant support and to build partnerships with businesses, universities, and or community organizations have helped them to enhance important teacher learning opportunities. In these cases, principals reported that these additional resources (e.g., in several cases financial resources secured from this type of fund raising exceeded 250K) have moved their school from being under-resource to having "adequate" resources.

Ms. Mary Newman, former head of Buckingham, Browne, & Nichols pk-12 independent school in Cambridge, MA., in discussing her school culture and emphasized that her challenge as a school head in Cambridge is to help people to "slow down" and to relax. For Mary, it was important" to help people slow down rather than to run fast. Because the running fast is so much a part of this particular school culture profile, fabric, whatever word you want to use" (p. 10). Mary valued the school-university partnerships her school benefited from and believed that such partnerships really "vitalize" school communities.

> ...It's that link with the university, that link with people who are really involved in studying and asking the difficult questions and doing research and writing papers. That [link] begins to change a fabric and alter a culture so that everybody is always thinking about what they can do and what they can do better. (p. 10)

In discussing the school's partnership with the Museum of Fine Arts in Boston, Mary elaborated on what she thinks will be critically important in terms of conceiving education in the future.

> ...I am a believer that the future of education will be strengthened and maybe depends on sharing resources among and between institutions. That schools will not, in the future be able to offer everything and support everything economically. And that they will energize themselves and cleverly marshal their resources if they do partner intelligently, with an agency or an institution, whether it be a museum, whether it be a graduate school, whether it be a library,...whatever it is. I think that kind of sharing of information, sharing of resources, human and otherwise, will strengthen not only our schools but the other institutions as well. A partnership never works unless it works for both. And so while BB&N is greatly privileged to have this relationship with the Museum of Fine Arts and we're now trying to sculpt a relationship, craft a relationship with the Boston Museum of Science, that those relationships are wonderful for our school, but they also have to work for the institutions. (pp. 7-8)

Creative strategy—School Wide Professional Development

Many of the principals at medium and higher resource schools discussed not only how they encourage teachers to attend conferences each year, but also encourage and often financially support teachers attendance at workshops throughout the calendar year. Sr. Barbara Rogers spoke excitedly about the school-wide professional development event she and members of her faculty are planning for March 2002. A group of faculty, along with Sr. Rogers will travel to Israel, which, in Sr. Rogers' view, will be both a "learning" and a "tremendous community building [opportunity]. [It will be] incredibly demanding intellectually because we'll have to do a great deal of reading and of course, talk about putting us in touch with what's really at the heart of a Catholic school" (p. 13).

Four of the principals who serve in lower resource schools focused on the benefits of school-wide professional development events where the entire school community participated in a conference or travel to visit another school in order to learn about a particular program, model, or initiative. In all of these cases, the principals reported on the value of having the school community reflecting on a shared experience. For instance, Mrs. Deborah O'Neil, principal of St. Peter's School in Cambridge, MA (a low resource Catholic school) had a meager annual budget for teachers' professional development. Normally, she divided this annual funding so that it supported several small teacher learning initiatives. However, last year, she and the entire faculty decided to invest their entire professional development budget into one professional development activity, traveling to a National Educator's Catholic Association Conference in Washington DC. This meant that they closed school during the week of the conference (making the sacrifice for a shorter spring vacation, and alleviating the need to pay for and *find* substitute teachers). Mrs. O'Neil believed this learning-oriented initiative, while draining their professional development budget, enhanced growth for the teachers and the entire school community, carrying them through the year.

When they came back from the conference Deborah asked teachers to provide her with a reflection on how the conference impacted them, how what they had learned was influencing their classroom practices, and to share with each other on how it effected their learning. It catalyzed teachers to engage in yearlong dialogue groups about how they could (and did) implement new pedagogical ideas they had learned at the conference. The teachers met with each other to design and implement new practices and to assess their effectiveness. In Mrs. O'Neil's proud view, this not only supported individual teacher learning, but it also strengthened community.

A Synergy of Resources

A school's *human resources*—including teachers, administrators and other staff—also play a significant role in determining the kinds of professional development a school may need and from which they can benefit. In many cases, the quality and nature of a school's human resources was directly related to financial resources. However, there were also many ways that principals exercised their leadership to maximize the potential of the resources they had while fostering the ongoing growth of faculty and staff.

Often, different types of resources work "synergistically" to support teacher learning. For example, in addition to discussing the financial benefits of school-university, school-community, and school-business partnerships, principals with these "rich connections" described how these affiliations benefit teacher learning in synergistic ways. For many of principals, such partnerships enrich the school by "bringing in more adults," specifically in the classrooms working with students (e.g., graduate student interns). According to the principals, the additional "pairs of eyes," a *human resource*, invigorates school culture, increases knowledge sharing, and bridges worlds by "sharing resources." Principals, in many cases, believe they also revitalize faculty, free up time for teachers to collaborate, and create contexts where both the mentor teacher and the intern teacher can reflect on their practice, and in some cases, experiment *in new ways* in the classroom. Kim Marshall, principal in a low resource public school, referred to a "bartering" arrangement he has with a local with a university. University teachers will come to his school to work with teachers, and in exchange, he will travel to the university to share real-life school and leadership expertise with students. Principals also make creative use of human resources by job sharing and inviting parents into the school.

EDUCATIONAL IMPLICATIONS & CONCLUSIONS

This investigation points toward a qualitatively different way of thinking about supporting teacher development, which I call learning-oriented school leadership. By drawing on current research and an adult developmental framework, this research offers the field specific practices to help school leaders, educators, and researchers create contexts that support teachers' transformational learning. This study creates an opportunity for educational improvement by offering a deeper understanding of how school leaders think about their efforts to support teacher learning. By presenting a variety of practices at different phases of implementation, and the ways in which they are implemented in different contexts, my hope is that this work serves as a resource for teachers and other school leaders. Also, by illuminating the ways in which *financial* resources influence *how* principals can support teacher learning and by describing the creative strategies all principals in this study employed (to greater and lesser degrees) this work holds promise for informing school leadership practices and possibilities for supporting teachers' transformational learning.

The ideas informing this research are consonant with a growing realization that school principals can and should be more involved in supporting teacher development. Learning-oriented school leadership needs to attend to developing teachers' capacities to handle the complexities of their work. This framework emphasizes creating programs based on the principle that learning is a developmental process. My research offers a range of initiatives that are supportive of individuals at different stages of their careers. It also points to the need for and promise of reflective practice for teachers and other school leaders. By identifying these practices and highlighting their potential for supporting teacher growth, we will be in a better position to explore them in greater depth within and across schools. In effect, we can more carefully consider what is needed to support principals, teachers, and other school leaders (i.e. school reform and policy specialists) toward implementing these practices.

I join this conversation with new kinds of ideas; namely, that learning-oriented school leadership needs to be about more than practice and improvement. It also needs to attend to developing ongoing capacities for handling complexities within principals and teachers. This research focuses on practices that principals can employ and shape to their own unique school contexts in order to more effectively exercise leadership in support to teachers' transformational learning within schools. This is an initiative I see as directly tied to improving the quality of teaching in service to children's growth and improved achievement.

In discussing their efforts to support teacher learning and to create a climate of continuous learning and improvement, these principals name several important context specific challenges (e.g., school size, mission, student population, teaching staff, their own past experiences, and school location) they faced as they devote themselves to leading well, in spite of these challenges. By far, the most common challenges cited, across all school types and economic levels, are resources (*financial*, *human*, and *time*) and adults' "resistance" to "fear of change." Depending on school context, principals refer to the challenges of working with younger faculty who may leave, and/or more senior faculty who may "resist new initiatives" (e.g., technology). As mentioned previously, all of the public school principals experience the pressure to improve state test scores as one of the most pressing struggles influencing their conceptions of and actions toward supporting teacher learning. In the low resource Catholic schools, principals cite having lower financial resources as their greatest challenge (e.g., teacher turnover due to low salaries).

In relating their experiences of the demands of "balancing" their multiple responsibilities and complex challenges, some principals reported range of ways in which they strove for self-renewal (a continuum of strategies and practices). Significantly, five of the principals in this study left their principal positions at the conclusion of the academic year for a variety of reasons.

In exploring about how these 25 principals' managed their leadership challenges, 24 of 25 participants spontaneously discussed their craving to reflect with professional colleagues, and how such conversations could be helpful. This critical finding suggests that even exemplary school leaders lack the opportunity and structures for this type of on-going professional support. Engaging in ongoing reflective practice with peers, they said, would support their efforts to become more effective leaders. Only three of the 25 school leaders, however, were benefiting from established communities wherein they were able to regularly reflect on their practice. Reflecting with colleagues on the experience of being a principal is, as Dr. Sarah Levine offered, a space for her to hear herself "think" and to "grow," which she called "a rare and treasured opportunity." Others reported that such conversations would lessen their "isolation." Almost all asserted that these conversations would help them to "improve" their leadership. This powerful finding about the importance of reflective practice to principals is a central factor that inspires my future work.

In summary, these principals who serve in low, medium, and resource-rich schools, work creatively and differently to support teacher learning effectively—in spite of the constraints, challenges, and complex demands of leadership in the 21st century. This work will help us to identify what these initiatives are and how they are implemented in different school contexts, and will also point to developmental principles underlying these efforts which hold the potential to support teachers' transformational learning.

School Leadership in Support of Teachers' Transformational Learning:

The Dramatic Differences Resources Make

The research reported in this paper was made possible (in part) by a grant from the **Spencer Foundation**. The data presented, the statements made, and the views expressed are solely the responsibility of the author.

I offer my deep gratitude to the Spencer Foundation for its support, and to the 25 remarkable school leaders who participated in this research by generously sharing their experiences and opening their hearts and minds for others to learn from their good work.

References

Ackerman, R. H., Donaldson, G. A., & Van Der Bogert, R. (1996). *Making sense as a school leader: Persisting questions, creative opportunities*. San Francisco: Jossey-Bass.

Argyris, C., & Schön, D. A. (1987). *Theory in practice: Increasing professional effectiveness*. San Francisco: Jossey-Bass.

Barth, R. S. (1980). *Run school run*. Cambridge: Harvard University.

Barth, R. S. (1990). *Improving schools from within: Teachers, parents, and principals can make the difference*. San Francisco: Jossey-Bass.

Becerra-Fernandez, I., & Stevenson, J. M. (2001). Knowledge management systems & solutions for the school principal as chief learning officer. *Education, 121(3)*, 508-518.

Blasé, J. R., & Blasé, J. (1994). *Empowering teachers: What successful principals do*. Thousand Oaks: Corwin Press.

Blasé, J. R., & Blasé, J. (1997). *The fire is back!: Principals sharing school governance*. Thousand Oaks: Corwin Press.

Blasé, J., & Blasé, J. (1999). Effective instructional leadership through the teachers' eyes. *High School Magazine, 7(1)*, 16-20.

Blasé, J., & Blasé, J. (2001). *Empowering teachers: What successful principals do*. Thousand Oaks, CA: Corwin Press, Inc.

Blasé, J., & Kirby, P. C. (2000). *Bringing out the best in teachers: What effective principals do*. Thousand Oaks: Corwin Press.

Blasé, J., Blasé, J. R., Anderson, G. L., & Dungan, S. (1995). *Democratic principals in action: Eight pioneers*. Thousand Oaks: Corwin Press.

Bolman, L. G. & Deal, T. (1995). *Leading with soul: An uncommon journey of spirit*. San Francisco: Jossey Bass.

Brookfield, S. (1995). *Becoming a critically reflective teacher*. San Francisco: Jossey-Bass.

Brookfield, S. D. (1987). *Developing critical thinkers: Challenging adults to explore alternative ways of thinking and acting*. San Francisco: Jossey-Bass.

Chase, B. (April 15, 2001). To hire and to hold: The quality of teaching must be a school district's top priority. *Education Week, 20(32)*, 48.

Coffey, A., & Atkinson, P. (1996). *Making sense of qualitative data: Complementary research strategies*. Thousand Oaks: Sage.

Cranton, P. (1994). *Understanding and promoting transformative learning: A guide for educators of adults*. San Francisco: Jossey-Bass.

Cranton, P. (1996). *Professional development as transformational learning: New perspectives for teachers of adults*. San Francisco: Jossey-Bass.

Daloz, L. (1986) *Effective teaching and mentoring*. San Francisco: Jossey-Bass.

Daloz, L. (1999). *Mentor*. San Francisco: Jossey-Bass.

Daloz, L. A. (1983). Mentors: Teachers who make a difference. *Change, 15* (6), 24-27.

Danielson, C. (1996). *Enhancing professional practice: A framework for teaching*. Virginia: Association for Supervision and Curriculum Development.

Darling-Hammond, L. (1999). Target time towards teachers. *Journal of staff development, 20*, 31-36.

Darling-Hammond, L., & Sclan, E. M. (1996). Who teaches and why: Dilemmas of building a profession for twenty-first century schools. In J. Sikula, T. J. Buttery, & E. Guyton (Eds.), *Handbook of research on teacher education* (pp. 67-101). New York: Simon & Schuster.

Donaldson, G. (2001). *Cultivating leadership in schools: Connecting people, purposes, and practice*. New York: Teachers College Press.

Drago-Severson, E. (1994). *What does 'staff development' develop?: How the staff development literature conceives adult growth*. Unpublished qualifying paper, Harvard University.

Drago-Severson, E. (1996). *Head-of-school as principal adult developer: An account of one leader's efforts to support transformational learning among the adults in her school*. Unpublished doctoral dissertation. Cambridge: Harvard Graduate School of Education.

Drago-Severson, E. (August 2001). *'We're trying to get ahead': A developmental view of changes in adult learners' conceptions of their motivations for learning, expectations of teachers, and relationship to work*. In R. Kegan, M. Broderick, E. Drago-Severson, D. Helsing, N. Popp, & K. Portnow, *Toward a "new pluralism" in the abe/esl classroom: Teaching to multiple "cultures of mind." NCSALL Report #19*. Boston: World Education & The National Center for the Study of Adult Learning and Literacy.

Drago-Severson, E., Helsing, D, Kegan, R., Broderick, M., Popp, N., & Portnow, K. (Fall, 2001, in press). Three different types of learners. *Focus on basics, 5B*.

Drago-Severson, E., Helsing, D., Kegan, R., Broderick, M., Portnow, K., & Popp, N. (2001). The power of a cohort and collaborative groups. *Focus on Basics, 5B*, 15-22.

Elmore, R. F., & Rothman, R. (Eds.) (1999). *Testing, teaching, and learning A guide for states and school districts*. Washington, DC: National Academy Press.

Evans, R. (1996). *The human side of change: reform, resistance, and the real-life problems of innovation*. San Francisco: Jossey-Bass.

Friedman, V. J. (1997). Making schools safe for uncertainty: Teams, teaching, and school reform. *Teachers College Record, 99 (2)*, 335-370.

Fullan, M., & Hargraves, A. (1992). Teacher development and educational change. In M. Fullan & A. Hargraves (Eds.), *Teacher development and educational change*. (pp. 1-9). Washington, DC: Falmer Press.

Geertz, C. (1974). "From the Native's Point of View": On the nature of anthropological understanding. *Bulletin of the american academy of arts and sciences, 28,* 221-237.

Glaser, B. G., & Strauss, A. L. (1967). *The discovery of grounded theory: Strategies for qualitative research.* Hawthorne, NY: Aldine de Gruyter.

Glickman, C. G. (1990). *Supervision of instruction: A developmental approach* (2nd ed.). Boston: Allyn and Bacon.

Guskey, T. R. (1999). Apply time with wisdom. *Journal of staff development, 20,* 10-15.

Guskey, T. R. (1999). *Evaluating professional development.* Thousand Oaks: Corwin.

Guskey, T. R. (1999). Evaluating professional development. Thousand Oaks: Corwin.

Hackney, C. E., & Henderson, J. G. (1999). Educating school leaders for inquiry-based democratic learning communities. *Educational Horizons, 77(2),* 67-73.

Hannum, W. (2001). Knowledge management in education: Helping teachers to work better. *Educational Technology, 41(3),* 47-49.

Hawley, W. D., & Valli, L. (1999). The essentials of effective professional development: A new consensus. In L. Darling-Hammond and G. Sykes (Eds.), *Teaching as the learning profession: Handbook of policy and practice* (pp. 127-150). San Francisco: Jossey Bass.

Hole, S. & McEntee, G. H. (1999). Reflection is at the heart of practice. *Educational Leadership, 56(8),* 34-37.

Howe, H. II. (1993). *Thinking about our kids: An agenda for american education.* New York: Free Press.

Johnson, S. M. (1990). *Teachers at work: Achieving success in our schools.* New York: Basic Books.

Johnson, S. M. (1996). *Leading to change: The challenge of the new superintendency.* San Francisco: Jossey-Bass.

Johnson, S. M., Birkeland, S., Kardos, S. M., Kauffman, D., Liu, E., & Peske, H. G. (July/August 2001). Retaining the next generation of teachers: The importance of school-based support. *Harvard Education Letter, 17*(4), 8 & 6.

Kegan, R. & Lahey, L. (2001). *How the way we talk can change the way we work.* San Francisco: Jossey-Bass/Wiley.

Kegan, R. (1982). *The evolving self: Problems and process in human development.* Cambridge: Harvard University.

Kegan, R. (1994). *In over our heads: The mental demands of modern life.* Cambridge: Harvard University Press.

Kegan, R., & Lahey, L. (2001). *How the way we talk can change the way we work.* San Francisco: Jossey-Bass.

Kegan, R., & Lahey, L. L. (1984). Adult leadership and adult development: A constructivist view. In B. Kellerman (Ed.), Leadership (pp. 199-230). Englewood Cliffs, NJ: Prentice-Hall.

Kegan, R., Broderick, M., Drago-Severson, E., Helsing, D., Popp, N. & Portnow, K. (2001). *Toward a "new pluralism" in the abe/esl classroom: teaching to multiple "cultures of mind," NCSALL Report #19.* Boston: World Education & The National Center for the Study of Adult Learning and Literacy (NCSALL).

Killion, J. (2000). Exemplary schools model quality staff development. *Results, December/January,* 3.

Killion, J. (2000a). Explore research to identify best instructional strategies. *Results, March,* 3.

Leithwood, K., & Jantzu, D. (1998). *Distributed leadership and student engagement in school.* Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA, April 1998.

Leithwood, K., Jantzi, D., Ryan, S., & Steinbach, R. (1997). *Distributed leadership in secondary schools.* Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL, March 1997.

Levine, M. & Trachtamn, R. (Eds.). (1997). *Making professional development schools work: Politics, practice, and policy.* New York: Teachers College Press.

Levine, S. L. (1993). Reflections on school leadership: Perspectives on change. *Independent School, 15,* 25-28.

Levine, S. L. (1989). *Promoting adult development in schools: The promise of professional development.* Boston: Allyn and Bacon.

Lieberman, A., & Miller, L. (1991). Revisiting the social realities of teaching. In A. Lieberman & L. Miller (Eds.), *Staff Development for education in the '90s: New demands, new realities, new perspectives* (pp. 37-60). New York: Teachers College Press.

Lieberman, A., & Miller, L. (1992). *Teachers - their world and their work: Implications for school improvement.* New York: Teachers College.

Lieberman, A., & Miller, L. (Eds.). (2001). *Teachers caught in the action: Professional development that matters.* New York: Teachers College Press.

Lightfoot, S. L. (1983). The good high school: Portraits of character and culture. New York: Basic Books.

Mann, L. (2000). Finding time to collaborate. Education Update, 42(2), 1, 3, 8.

Maxwell, J. A. (1996). *Qualitative research design: An interactive approach.* Thousand Oaks: Sage.

Maxwell, J., & Miller, B. (1991). *Categorization and contextualization as components of qualitative data analysis.* Unpublished manuscript.

Mezirow, J. (1991). *Transformative dimensions of adult learning*. San Francisco: Jossey-Bass.

Mezirow, J., & Associates. (2000). *Learning as transformation: Critical perspectives on a theory in progress*. San Francisco: Jossey-Bass.

Miles, M. B., & Huberman, A. M. (1994). *An expanded sourcebook: Qualitative data analysis*. Thousand Oaks: Sage.

Mosteller, Frederick (1995) "The Tennessee Study of Class Size in the Early School Grades." *The Future of Children, Critical Issues for Children and Youths*, vol. 5, no. 2, Summer/Fall.

Oja, S. N. (1991). Adult development: Insights on staff development. In A. Lieberman & L. Miller (Eds.), *Staff Development for education in the '90s: New demands, new realities, new perspectives* (pp. 37-60). New York: Teachers College Press.

Oja, S. N. (1991). Adult development: Insights on staff development. In A. Lieberman & L. Miller (Eds.), *Staff Development for education in the '90s: New demands, new realities, new perspectives* (pp. 37-60). New York: Teachers College Press.

Oja, S. N., & Smulyan, L. (1989). *Collaborative action research: A developmental approach*. New York: Falmer.

Osterman, K. F., & Kottkamp, R. B. (1993). Change and continuity in supervision and leadership. In G. Cawelty (Ed.), *Challenges and achievements of American Education* (pp. 158-186). Alexandria, VA: Association for Supervision and Curriculum Development.

Osterman, K. F., & Kottkamp, R. B. (1993). *Reflective practice for educators: Improving schooling through professional development*. Thousand Oaks, CA: Corwin Press.

Pappano, L. (May 13, 2001). When two teachers = one job. *Boston Sunday Globe*, L5-6.

Perrone, V. (1989). *Working Papers: Reflections on Teachers, Schools, and Communities*. New York: Teachers College Press.

Peterson, K. D., & Deal, T. E. (1998). How leaders influence the culture of schools. *Educational leadership, 56*, 28-30.

Rasmussen, K. (1999). Reflective teaching: Make it your mission. *Education Update, 41(5)*, 3.

Renyi, J. (1996). *Teachers take charge of their learning: Transforming professional development for student success*. Washington, DC: The National Foundation For The Improvement Of Education.

Rogers, D. L., & Babinski, L. (1999). Breaking through isolation with new teacher groups. *Educational Leadership, 56*(8), 38-40.

Sarason, S. B. (1982). *The culture of schools and the problem of change: Second edition*. Boston: Allyn and Bacon.

Sarason, S. B. (1995). *Revisiting the culture of schools and the problem of change*. New York: Teachers College Press.

Schön, D. A. (1983). *The reflective practitioner: How professional think in action.* New York: Basic Books, Inc.

Seidman, I. E. (1998). *Interviewing as qualitative research: A guide for researchers in education and the social sciences.* New York: Teachers College Press.

Sergiovanni, T. J. (1995). *The principalship: A reflective practice perspective.* Needham Heights, MA.: Allyn and Bacon.

Sparks, D., & Loucks-Horsley, S. (1990). Models of staff development. In W. R. Houston (ed.), *Handbook of research on teacher education.* New York: Macmillan.

Strauss, A., & Corbin, J. (1998). *Basics of qualitative research: Techniques and procedures for developing grounded theory.* Thousand Oaks: Sage.

Sykes, G. (1996). Reform of and as professional development. *Phi Delta Kappan, 77,* 465-467.

Virginia Education Association (2000) "Public and Private School Differences go deeper than Dollars." *Virginia Journal of Education,* April.

Wyatt, Edward (2000) "Success of City School Pupils Isn't Simply a Money Matter." *New York Times,* June 14, A1 & B6.

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

REPRODUCTION RELEASE

(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: School leadership in Support of Teachers' Transformational Learning: The Dramatic Differences Resources Make

Author(s): Eleanor Drago-Severson, Ed.D.

Corporate Source: Harvard University, Graduate School of Ed

Publication Date: March 30, 2002

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following three options and sign at the bottom of the page.

The sample sticker shown below will be affixed to all Level 1 documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

Level 1 ☑

Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g., electronic) *and* paper copy.

The sample sticker shown below will be affixed to all Level 2A documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2A

Level 2A ☐

Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only

The sample sticker shown below will be affixed to all Level 2B documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2B

Level 2B ☐

Check here for Level 2B release, permitting reproduction and dissemination in microfiche only

Documents will be processed as indicated provided reproduction quality permits.
If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Sign here, → please

Signature: Eleanor Drago-Severson, Ed.D.	Printed Name/Position/Title: E. Drago-Severson, Ed.D. Lecturer on Education, HGSE
Organization/Address: Harvard, GSE	Telephone: 617.864.1060 FAX: 617.864.1315
	E-Mail Address: eleanor_drago-severson@harvard.edu Date: 4/9/02

(over)

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, *or*, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:
Address:
Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant this reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:
Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:

ERIC CLEARINGHOUSE ON ASSESSMENT AND EVALUATION
UNIVERSITY OF MARYLAND
1129 SHRIVER LAB
COLLEGE PARK, MD 20742-5701
ATTN: ACQUISITIONS

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to:

ERIC Processing and Reference Facility
4483-A Forbes Boulevard
Lanham, Maryland 20706

Telephone: 301-552-4200
Toll Free: 800-799-3742
FAX: 301-552-4700
e-mail: ericfac@inet.ed.gov
WWW: http://ericfac.piccard.csc.com

EFF-088 (Rev. 2/2000)